UCEA Convention 2018
November 14-18
Houston, TX

Our Mission Critical:
Revolutionizing the Future Through Equitable Educational Leadership, Research, and Practice
This draft is for the purposes of correcting session participants, affiliations, and other information.

If contacting UCEA with changes, please refer to the session number. That is a tremendous help.

University Council for Educational Administration
Curry School of Education
The University of Virginia

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twitter.com/ucea
Convention Hashtag: #ucea18
001. UCEA Executive Committee Meeting - Day 1
UCEA Annual Convention
Meeting
8:00 to 6:00 pm
Marriott Marquis Houston: Floor 3 - Parker Boardroom

002. UCEA Executive Committee Meeting - Day 2
UCEA Annual Convention
Meeting
8:00 to 6:00 pm
Marriott Marquis Houston: Floor 3 - Parker Boardroom

003. UCEA Plenary Session - Day 1
UCEA Annual Convention
Special Session
12:00 to 5:30 pm
Marriott Marquis Houston: Floor 2 - Houston 1

004. Graduate Student Summit (GSS) Opening General Session
Graduate Student Summit
Special Session
12:00 to 12:50 pm
Marriott Marquis Houston: Floor 2 - Houston 4

In this session, we will formally welcome all UCEA Graduate Student Summit (GSS) registrants to the 7th annual GSS. During this time, you will have an opportunity to meet the members of the UCEA Graduate Student Council (GSC), learn about programming for graduate students at UCEA, and meet fellow graduate students. We will also have a special welcoming address from UCEA leadership along with RAFFLE ITEMS!

005. GSS Session 1 - Policy, Politics, and Programs: The Challenges of Implementation and Evaluation
Graduate Student Summit
Paper Session
1:00 to 2:10 pm
Marriott Marquis Houston: Floor 3 - Meyerland A

Participants:
Improving Principal Support Systems: Early Evidence from a National District Cohort Evangeline Chiang, Southern Methodist University
School districts increasingly work to ensure they have well-prepared, well-supported principals who stay in their school longer. However, improving systems to ensure this happens is difficult, complex work. A national cohort of four districts are working to improve their principal pipelines. This study proposes using a mixed methods case study design to explore the readiness factors districts exhibit to begin extensive improvements to their principal talent management systems.

Institutional Factors in iPad Rollout, Adoption, and Implementation: Isomorphism and LAUSD’s iPad Program
Alex Lamb, University of Connecticut; Jennie Weiner, University of Connecticut
This paper examines the case of LAUSD’s 1:1 iPad initiative using Institutional Isomorphism (DiMaggio & Powell, 1983). We find institutional contexts, such as federal and district policies, organizational decision-making, and support mechanisms impact the success of large-scale technology initiatives. We argue including institutional lenses in the research on technology initiatives is vital for school and district leaders to understand how to build successful programs that innovate learning and increase equity.

Making Decisions That Matter: An Evaluation of a Doctoral Program in K-12 Educational Leadership (GSS) Ambar Sechelski, Sam Houston State University; Rebecca McBride Bustamante, Sam Houston State University
To design and maintain programs that best prepare educational leaders, consistent program evaluations are essential practice. A doctoral program evaluation in K-12 educational leadership was conducted at a regional comprehensive public institution to determine how stakeholders viewed the program and how they envisioned its future. Attendees might benefit from information regarding the evaluation process and the findings from the study as they seek to design programs that reflect equitable research and praxis in educational leadership.

Pursuing Educational Equity from the Inside Out: How Coalition Member Perceptions Impact Efficacy of Advocacy
Chloe Latham Sikes, University of Texas - Austin
For decades, the public education system and schools have struggled to achieve racially equitable policies, making policy advocacy all the more critical. While extant literature has examined the resources and outcomes of policy coalitions, less is known about how coalitions for racial equity in education form alliances and effect change. This study assessed members’ perceptions of the efficacy of a Texas education advocacy coalition. Implications extend to educational leadership and political advocacy across contexts.

The Case of edTPA: Coordinators’ Mid-level Leaders as Policy Brokers Craig Warner De Voto, University of Illinois at Chicago
Examining the edTPA—a new teacher preparation policy tool—the author demonstrates how mid-level leaders serve as policy brokers. Known as edTPA Coordinators, these mid-level leaders were found to be influential sense-makers towards its implementation. Drawing from 43 interviews across two states and eight teacher preparation programs (TPPs), performative functions these individuals employed were highlighted, improving overall fidelity. At the same time, when they did not actively harness such functions, implementation proved difficult.

Facilitator:
Jayson W Richardson, University of Kentucky

006. GSS Session 2 - Student-Centered: Student Perceptions of Educational Experiences
Graduate Student Summit
Paper Session
1:00 to 2:10 pm
Marriott Marquis Houston: Floor 3 - Meyerland B

Participants:
Exploring the Perceptions of Guardians towards their Child’s School Absenteeism: A Qualitative Study Andres Castro, California State University Long Beach
The purpose of this study was to explore the perceptions of guardians towards their child’s chronic absenteeism in an
elementary school setting located in an urban area. Bourdieu’s theoretical concept of habitus was used to inform this research. In using the narrative research approach, three guardians were asked to participate in the study by way of interviews thus using their perceptions towards their child’s school attendance as the main area of focus.

Policing Students - A Legal Review of Civil Rights in Schools  
Samuel Kamin, University of Connecticut  
While most would agree that student safety is a top priority of school leaders, legal questions must be asked concerning the balance between student safety and civil rights, particularly concerning the increased interactions between police and schools. This paper examines the case law concerning police in schools and highlights an implicit constitutional “runaround” that not only necessarily restricts all students’ civil rights, but also disproportionately impacts young people of color.

Redefining the College Persona: A Mixed Methods Examination  
Anastasia Beverly Linda Anderson, Texas A & M University  
This mixed methods, asset-based approach to increasing college attendance highlights two personality traits, grit and conscientiousness, and their impact on college attendance for high-achieving African Americans. A quantitative review of the relationship between college attendance, grit and conscientiousness, juxtaposed with the voices of twelve high-achieving African American students, reveal that both traits impact college attendance in a racially nuanced way.

The Reasons behind the Poor Performance of Saudi Students in IELTS in America  
Mohsen Shraz Alzahrani, University of Denver  
The purpose of this phenomenological study is to investigate the challenges that Saudi graduate students experience with IELTS. The sample consisted of six Saudi students and two English teachers. All participants were interviewed and observed. A phenomenology approach was used to analyze data. Two major themes emerged from the data: "Inadequate preparation for IELTS test" and "Limited access to academic English". Under these themes the sub-themes were reported. The implications of this study were discussed.

The role of ethnicity in the Student Academic Optimism construct  
Ciro Jesus Viamontes, University of North Texas  
Student Academic Optimism is a new construct that may predict student achievement as strongly as socioeconomic status. This study will validate the Student Academic Optimism construct within the demographic makeup of the state of Texas, and expand the knowledge base by including ethnicity as a variable in the model. Using a sequential mixed method approach the study will further contribute to the knowledge base by giving voice to how Latino/a student perceive their educational experience.

Facilitator:  
Liz Hollingworth, University of Iowa

007. GSS Session 3 - Educational Leadership in Shifting School Contexts  
Graduate Student Summit  
Paper Session  
1:00 to 2:10 pm  
Marriott Marquis Houston: Floor 3 - Sugarland A  
Participants:  
Amplifying Student Voices: Understanding Experiences of Inclusion and Exclusion for Rural Students of Color  
Jacquelyn Nicole Williams, Clemson University; Jason Bailey, Clemson University; Kippy Kelly, Clemson University

Rural students often experience inequitable learning conditions and outsider experiences in their own communities. Through a qualitative process using student voices in a narrative fashion, this study attempts to better understand the thoughts and goals of students living in rural environments. Implications for future use include a better understanding of rural students’ worldviews as they attempt to balance their own goals with those of the communities in which they live.

English Language Learner’s Experience in a Rural Texas School  
Chy Benelli McGhee, New York University  
Forty-four years after Lau vs Nichols, non-English speaking students are not receiving equitable educational opportunities. Consequently, this qualitative case study examined how an ELL student in a rural Texas middle school experienced deficit thinking. The results indicated the student experienced both oppression and educability. As a result, administrators should consider the strategies of: a) teacher advocacy panel, b) neighborhood walk, c) triad conference, and d) oral history to provide counter narratives to deficit thinking.

Exploring Michigan Rural Principal Leadership Amidst Student Population Change  
Ian Christopher Kinkley, Michigan State University  
This paper explores the ways in which rural school leaders perceive population change as both influencing their leadership and interacting with the existing challenges and opportunities in their schools. Interviews of Michigan secondary school principals in rural and town schools that have experienced student enrollment decline and increases in free and reduced-price lunch eligibility are conducted to address the purpose of the study and to illuminate these under-researched issues in rural education.

Mediating Dispossession: Perceptions, Practices and Policies of Principals in Gentrified Contexts  
Chy Benelli McGhee, New York University  
Gentrification is changing cities and schools. A growing body of scholarship explores the ways in which gentrification influences urban schools. Less research explores the influence of gentrification on urban school principals. Utilizing Anderson’s (1990) Ideological Mediation Model grounded in Horsford’s notions of Black Equality and White Freedom the purpose of this study is to develop an understanding of principals’ perceptions of gentrification and how these perceptions influence their mediatory practices.

Facilitator:  
Diana G Pounder, University of Utah

008. GSS Session 4 - School-Family-Community Partnerships: Promises and Challenges  
Graduate Student Summit  
Paper Session  
1:00 to 2:10 pm  
Marriott Marquis Houston: Floor 3 - Sugarland B  
Participants:  
Examining Culturally-Responsive School-Community-Family Partnerships  
Briana Cherice Coleman, Michigan State University  
This literature review examines how culturally-responsive and sustaining partnerships can improve the educational experiences of minoritized students in urban schools. This paper examines school-community-family partnerships within urban communities and the role they play in centering student-voice as a change mechanism. The topics encompassed are: culturally responsive education/leadership, partnership development, and urban education. This paper serves as a preliminary step to data collection, but for this presentation only the literature review component is discussed.
Family Engagement in the Full-Service Community School: A Qualitative Case Study GSS Jessica A Noonan, Oklahoma State University
This paper presents a qualitative case study of a full-service community school located in a large, urban school district. Bourdieu’s theory of social reproduction serves as the theoretical framework. Data was collected using observation, interviews, and document analysis. Though faced with many challenges to equitable family engagement, findings suggest school faculty consciously acknowledge barriers to family engagement and strategically work to overcome them. This study challenges Bourdieu’s conception of schools as institutions that reproduce inequality.

Leading and Allying Through Racial Realities: Black School Leaders and Community Engagement Jamel Adkins-Sharf, University of Massachusetts Boston; Natalie Denise Lewis, University of Denver
This is an auto-ethnographic account of two school leaders and their efforts to engage and partner with families and communities. Using a critical race lens, the leaders interrogate Epstein’s framework for community involvement, arguing that the construct’s silence on the salience of race and culture as an operational lens reinforces a White informed neo-liberal narrative of what constitutes success in schools.

Meaningful Alliance?: Organizational Equity at an Educational Nonprofit Lauren VandenBirge, University of Utah
This study investigates how an education nonprofit is defining and framing equity at the organization and what the organization as a whole might be missing through this framing. Additionally, this study seeks to understand how the work the nonprofit does in schools influences and is influenced by this focus on equity. This study uses whiteness as a conceptual framework to investigate how and what this education nonprofit might be missing in their framing of equity.

Principals’ Perceptions of Authentic Parental and Community Engagement in Inner City Schools Ira Robin Applebaum, University of Toronto Ontario Institute for Studies in Education, Canada
The purpose of this study was to provide emphasis to the role of the principal in parent engagement in urban schools. Why is the research problem significant? Why does it matter? There is evidence of the importance of parent engagement. School-family-community partnerships are seen as important by leaders of schools, colleges and departments of education so that principals can better understand and work with students’ families and communities (Epstein and Sanders, 2006).

Facilitator:
Donald G. Hackmann, University of Illinois at Urbana-Champaign

009. GSS Session 5 - Ignite! - Leaders Planning for Equity Inside the School Walls
Graduate Student Summit
Ignite Session
1:00 to 2:10 pm
Marriott Marquis Houston: Floor 3 - Tanglewood
Participants:
Exploring Practices of Diverse Schools: Understanding the Relationship of Equity and Implicit Racial Biases (GSS) Paige Tooley, Texas Christian University
The purpose of this proposed study will be to examine if a difference in implicit bias towards students of color is present in two schools with diverse populations and differing levels of equity. Reflections about the scores on the Implicit Association Test, which will measure implicit racial bias, will be explored through a questionnaire for teachers, as well as a focus group for teachers in each school. This study will utilize mixed methods.

Exploring the Impact of Professional Learning Communities in Catholic Elementary School Settings: Pilot Study Patricia Louise Holmqvist, California State University, Long Beach
This qualitative pilot study explored the impact of professional learning communities in Catholic elementary school setting and the impact the PLCs have on developing curriculum, instruction, and assessment for enhancing student achievement.

Building Professional Capacity Among Paraprofessionals Wendy Rosenquist, CSULB
The purpose of this qualitative ethnographic study will be to understand the professional development needs of middle school paraprofessionals. It is hoped that the findings from the study will lead towards a better understanding on the ways to support paraprofessionals through professional development and procedures.

Relationships Matter: What I Learned about High School Instructional Leadership from Two Learning-focused Leaders-GSS Mari J. Davis, University of Utah
This study follows the principals of two comprehensive, public high schools and the pathways each uses to reach equitable student learning outcomes for marginalized students of color and those living in poverty. By applying the framework of Learning-focused Leadership as conceptualized by Copland and Knapp (2006) the initial findings illuminate how these two principals use relationships to help them establish a focus on learning, build community and share instructional leadership responsibilities.

Teachers’ Dissatisfaction in Uruguayan Public Secondary Schools: Interrupting inertia to change and empowering authentic leadership Maria Magdalena Ureta Viroga, Texas State University
The aim of this ignite session is to stimulate conversation and thought regarding such concerns within the context of Latin American education, specifically in Uruguay. Drawing on the perception of a native Uruguayan educator, currently engaged in Doctoral studies in the U.S., this session will examine Uruguayan secondary teachers’ dissatisfaction in the workplace utilizing Bolman & Deal’s (2013) four frames from which to analyze organizations; four frames include structural, human resource, political and symbolic.

The Long and Winding Road to College Oliver K Patterson, Jr., N/A
This Ignite! talk addresses the vast discrepancy between college graduation rates of low and high SES communities by highlighting an intervention showing great promise and increasing graduation rates by 2 1/2 times the norm. Using an elective block over two years, a North Texas district creates equity by teaching the social and cultural capital needed to succeed at the university level.

Through a Glass Darkly: Reflections on Language Ideologies Rolando Augusto Merchan, Sam Houston State University
Woolard (1998) defined language ideologies as the “representations, whether explicit or implicit, that construe the intersection of language and human beings in a social world” (p.3). Moreover, Woolard indicated that language ideologies go beyond language, and include the connections that language has with identity, aesthetics, and morality. The issue of language ideologies at school, their influence on language policy, and their implications on teachers’ construction of bilingualism is what I will address during this Ignite!

Transforming High School Through Career Academies: A Case Study of a High School’s Journey Carmen Bellefant, University of Louisville; Whitney Taylor, N/A; Nicole Michelle Fields, University of Louisville; Manuel Garr, N/A;
Adrian Graham, N/A; Detra DeVerne Johnson, University of Louisville

This case study looks at one high school’s experience at transitioning to a career academy school. It explores the key elements that must be present to successful transition to a career academy model both in the research and in this school’s experience. It also looks at what the outcomes (positive and negative) for a high school using career academies as a high school reform model.

Facilitator:
Gary Crow, Indiana University

010. GSS Session 6 - Teacher Leadership and Professional Networks
Graduate Student Summit
2:20 to 3:30 pm
Marriott Marquis Houston: Floor 3 - Meyerland A

Participants:
An Examination of Social Networks Present in Teacher Mentoring Programs Tania Marie-Cecile Benoit, Oklahoma State University

This study seeks to examine supports provided to novice teachers in mentoring programs. Data was collected and analyzed through the social network theory lens. Study participants were teachers, from two elementary schools in a large urban school district in the mid-west, and their district-based mentors. Data indicated that while teachers depended primarily on their building relationships, their mentors complemented that support and were perceived as coaches, confidants, and friends.

Country Effects on Teacher Turnover Intention: A Multilevel Cross-national Analysis Lixia Qin, Texas A & M University

Limited work has analyzed teacher turnover intention as an individual teacher decision nested within the country contexts. This study focuses on how the cross-country differences in teacher turnover intention are explained by multilevel effects, especially the country-specific effects. After controlling for a series of lower-level factors (teacher and school characteristics), it was predicted that country effects, such as teaching status and alternative employment opportunities, are significantly related to teachers’ transfer intention and teaching detachment.

Exploring How to Mitigate the Early Career Minority Teacher Shortage Through Teacher Leadership Tamilah Richardson, The George Washington University

Minority teachers positively impact minority student achievement, yet these teachers account for the highest percentage teacher attrition rates. The primary reasons for their premature departures are a lack of autonomy relating to classroom instruction; exclusion from the school-wide decision-making process; and school culture. The proposed, mixed-methods study seeks to fill the gap in knowledge on the benefits of early career teacher leadership development for minority teachers and their potential impact on teacher attrition rates.

Exploring the ‘Spaces Between’: Teachers’ Perceptions of Teacher Leadership within Professional Networks Cynthia B Bauman, University of South Florida

The purpose of this single exploratory case study is to uncover patterns in teacher professional networks, the context in which they exist, and teachers’ perceptions of the influence of these networks on their sense of themselves as teacher leaders. The study is taking place at a Title I elementary school in a suburban school district in the southeastern United States. This study focuses on four constructs: teacher leadership, teacher efficacy, instructional innovation, and professional networks.

Teachers’ Motivations to Pursue Teacher Leadership Roles within Iowa K-12 Schools Matthew Stier, University of Iowa

This paper explores the factors that motivate teachers’ decisions to pursue teacher leadership roles, and the effort and persistence they exert within these roles. Using a qualitative approach guided by motivational theory, this study seeks to understand teachers’ perceptions of teacher leadership. By better understanding the factors that promote or inhibit teacher leadership pursuit, this study strives to provide guidance for school leaders and policymakers to optimize their efforts to promote and support teacher leadership.

Facilitator:
Jo Beth Jimerson, Texas Christian University

011. GSS Session 7 - Accountability Policy and Leadership: Implications for Policy and Practice
Graduate Student Summit
2:20 to 3:30 pm
Marriott Marquis Houston: Floor 3 - Meyerland B

Participants:
But do I get an A?: Causal implications of school accountability reports in NYC Samuel Kamin, University of Connecticut

School districts often present accountability results in a format that mimics a student report card (A-F) in that it assigns discrete grades. These grades, however, are built from complex, continuous formulas. This paper utilizes a regression discontinuity design to examine the causal effect of receiving a new, categorical, “non-grade” rating in New York City elementary/middle schools, and finds evidence that receiving a low rating causes increases on English and Math scores relative to higher rated schools.

Control, Autonomy, and Strategy: How School Principals Perceive and Strategize the Uses of Autonomy_GSC Theo Shaw, University of Denver; Johanna Cloud Reef, University of Denver; Julie E Rottier-Lukens, University of Denver

As federal, state, and local controls are continually added to accountability measures, school leaders face the challenge of negotiating boundaries of autonomy. This paper explores how school leaders perceive their districts control and/or support school-level autonomy and how they strategize using autonomy. It was found that 1) school leaders recognized their districts’ control as a form of accountability which undermines school autonomy and 2) leaders use multiple strategies in utilizing autonomy in relation to school contexts.

Teacher Autonomy: Is it Possible in an Age of Accountability? Taeyeon Kim, Michigan State University

In an age of accountability and standardized testing, can teachers make the best decisions for students? Our study seeks to find if autonomy fits in the Common Core classroom; with the mandates of Common Core Standards, high-stakes testing, and a constellation of requirements, can teachers deploy the best strategies to bolster all students to create equitable learning environments and close the achievement gap?

The Effects of Short-cycle School Improvement Planning on Student Achievement (GSS) Bryan A. VanGroningen, University of Virginia; Coby Meyers, University of Virginia

Federal legislation requires low-performing schools to create yearly school improvement plans (SIPs). However, this approach may not create the sense of urgency low-performing schools need to enact authentic change. Principals facing demands for rapid improvement might be better served by short-cycle SIPs (e.g., 90-day). In this study, we assess nearly 400 short-cycle SIPs and their influence on student achievement outcomes in 136 U.S. public schools. Our results discuss implications for principals and principal preparation.
Facilitator: Bonnie C. Fusarelli, North Carolina State University

012. GSS Session 8 - The Praxis of Care in Educational Settings
Graduate Student Summit
Paper Session
2:20 to 3:30 pm
Marriott Marquis Houston: Floor 3 - Sugarland A

Participants:
Exploratory Analysis of Student Need-frustration in Schools (GSS) Olajumoke Beulah Adigun, University of Oklahoma; Curt Adams, University of Oklahoma; Ashlyn Gilbert, University of Oklahoma; Jordan Ware, University of Oklahoma

This study investigated conditions that surround student need-frustration in schools. It served to fill a gap in research by exploring the ‘how’ of student need-frustration. We used an exploratory research design to identify and compare conditions between schools where students reported high average need-frustration and low average need-frustration. Results from this preliminary study set the stage for future research by identifying specific target conditions that hold potential for explaining the phenomenon.

Instructional Program Coherence and Teacher Need Support (GSS) Ashlyn Gilbert, University of Oklahoma; Curt Adams, University of Oklahoma; Olajumoke Beulah Adigun, University of Oklahoma

This study investigates how instructional program coherence (IPC) operates as a social mechanism that supports teachers’ psychological needs. We hypothesize that IPC is positively related to teacher perceived autonomy, competence, and relatedness. Hypotheses were tested in HLM 7.0. Instructional program coherence had a statistically significant relationship with teacher autonomy, teacher competence, and teacher relatedness. Findings in this study suggest that coherence works by creating conditions that enable teachers to thrive in the classroom.

Parent-Teacher Relationships: Beyond the Conference GSS Jessica A Noonan, Oklahoma State University

This narrative study explores family-teacher relationships in a high-poverty school. Data was collected using observation, photo elicitation interviews, and artifact analysis. Findings suggest the participant felt unprepared for relating to families equitably at the outset of her career, but through training and bucking professional tradition, began to create meaningful relationships with students’ families. The theoretical framework draws on the work of Joyce Epstein, Pierre Bourdieu, and Nel Noddings to provide an innovative lens for analysis.

Social Emotional Learning and Inclusive Attitudes Ruxandra Apostolescu, Pennsylvania State University; Ed Fuller, Pennsylvania State University

This quantitative study examines the components of social-emotional learning factors within school settings from student and school leadership perspectives. Furthermore, this work explores the association between SEL components and perceptions of educational equity and inclusion, examining these findings in light of relevant contextual differences.

What's Love Got to Do With It? Interventions of Caring in Policy and School Leadership *GSS Kate Kennedy, University of Southern California

Historically, caring theory has been excluded from mainstream education leadership and policy research. This exclusion has resulted in consequences for policymakers, educators, and students. Consequences of promoting rational, technocratic theory over a theory of caring include a rise in student stress, a decrease in teacher morale, school leader turnover, and ineffective policymaking. I provide a review of the literature on caring and conclude by proposing a framework for interventions rooted in caring theory.

Facilitator: Cindy J Reed, Northern Kentucky University

013. GSS Session 9 - Identifying and Closing Educational Opportunity Gaps
Graduate Student Summit
Paper Session
2:20 to 3:30 pm
Marriott Marquis Houston: Floor 3 - Sugarland B

Participants:
A Case Study Analysis of Common Characteristics in Successful Co-Teach Classrooms Christopher McCaskill, Texas A&M University - San Antonio; Elisabeth M Krimbill, Texas A&M University-San Antonio

The important task of teaching students at many different readiness levels, including students with special needs, within the same general education classroom has become a common phenomenon in schools. This qualitative case study will examine a research question designed to explore the characteristics of successful collaborative teaching environments as described by a district and campus leader and the data representative of student outcomes in collaborative teaching classrooms.

Foregrounding the “home” in student homelessness: Residential setting and academic outcomes in an urban district Alexandra E Pavlakis, Southern Methodist University; Meredith Richards, Southern Methodist University; dongmei Li, University of Texas - Austin; Mark Pierce, Southern Methodist University

Student homelessness is on the rise; however, we know little about the impact of homelessness on academic outcomes, particularly by residential setting (e.g., shelter, motels, doubled-up, unsheltered). Using student records from a large urban district, we find the negative effect of homelessness on achievement is largely explained by differences in attendance between homeless and non-homeless students. However, we find a small negative effect of doubling-up on achievement after controlling for attendance. Leadership implications are discussed.

How Equity, Authenticity, and the Transformative Reading Experience Cultivate Empowerment & Lifelong Reading in Adolescents Teresa Rush, University of Delaware

According to data from the U.S. Department of Education’s 2017 National Assessment of Educational Progress (NAEP), only 35% of 8th graders performed at or above the NAEP proficiency level (The Nation’s Report Card, 2017). For low-income students and students of color, the statistics are even more alarming. In my paper session, I will examine the need for effective reading interventions that best address this performance gap.

Identifying Diverse Schools: The Ever-Dwinding "N" (GSS) Paige Tooley, Texas Christian University; Erin Atwood, Texas Christian University

This paper began as part of initial sampling for a larger project that requires diverse schools for a comparative case study. However, as patterns emerged, this sampling process was expanded to look at the broader picture of diversity and equity across the state. In this study, diverse schools are those which Black, White, and Latinx populations are each 15-60% of their school’s population. Equity is determined by a 10% difference threshold in STAAR passing rates.

Project Lead the Way (PLTW) and the support of college-bound Latina/o STEM students. Ricardo Lois, California State University, Long Beach
This ethnographic qualitative study sought to understand how a Project Lead the Way program (PLTW), and other factors, in an urban high school supported college-bound second-generation Latina/o students to successfully enter university STEM programs. The research findings indicate that extensive support systems and the project-based learning embedded in PLTW were key to the students' success.

Facilitator:

Michael P O'Malley, Texas State University

014. GSS Session 10 - Ignite! - Teammates and Advocates: Parents and Communities Acting for Student Equity
Graduate Student Summit
Ignite Session
2:20 to 3:30 pm
Marriott Marquis Houston: Floor 3 - Tanglewood

Participants:

Framing Gentrification in Schools: Revisiting Bell: Interest Convergence and Racial Sacrifice Aisha Haynes, New York University; Chy Benelli McGhee, New York University

The purpose of this case study is to understand teachers’ perceptions of the professional practice rubric within the Colorado teacher evaluation system. It aims to challenge the status quo and foster collaboration between policymakers and teachers; creating the future we need for our schools. Two themes emerged from the data that are: teachers see the rubric as a source of stress and there is ineffective implementation by the schools' administration; leading to suggestions for improvement.

Tat Nguyen: Stories of Vietnamese-Immigrant Parents' Experiences with Special Education in the US Thuyvi Nguyen, California State University, Long Beach

The purpose of this ethnographic qualitative study was to explore Vietnamese-immigrant parents' experiences with special education in the United States. Two mothers and one father of children with disabilities were interviewed, and three one-hour observations were conducted at each participant's home. Data from interviews were analyzed using a coding process. Five important themes emerged from the data analysis process.

The Power of a Growth Mindset: Teacher Perspectives on Student Achievement Maricela Gallegos, California State University, Long Beach

Growth mindset is a topic that has recently gained greater interest within education. Dweck (2007) states the growth mindset is the belief that a person’s basic qualities are things you can improve with effort. Conversely, a fixed mindset is a belief that a person’s qualities are set in stone. The purpose of this qualitative study was to explore and understand how teachers perceive growth mindset for Latina/o students in a public secondary school setting.

Toward a Typology of 4G Tablet Use for Family-School Engagement Jillian Marie Conry, Southern Methodist University

This Ignite presentation will define, illustrate, and substantiate three categories of tablet use for family-school engagement. Part of a larger study of multiple stakeholder groups’ perspectives on a one-to-one 4G-tablet initiative at a private urban elementary school in Texas, this analysis reveals myriad examples of families engaging in their children’s education through the school-provided tablets. Open coding results indicate that families engaged with the 4G tablets in three ways: physically, conceptually, and virtually.

Facilitator:

Scott McLeod, University of Colorado Denver

015. GSS Session 11 - The Relationship Between Teachers and Principals and Human Capital Consequences
Graduate Student Summit
Paper Session
3:40 to 4:50 pm
Marriott Marquis Houston: Floor 3 - Meyerland A

Participants:

Faculty Perceptions of Leadership at an Independent School (GSS) Sarah Odell, University of Wisconsin-Madison

The paper looks at faculty perceptions of leadership in an independent school in the northeast. The school has only been coed for fifteen years and has never had a female head of school or a female head of the student body. The paper seeks to find out whether women and girls have been able to advance into leadership positions due to school culture or how those already in leadership perceive others who are seeking leadership.

Predicting Teacher Mobility with Perceptions of School Leadership and Organizational Factors Bryan J Duarte, University of Texas at San Antonio

This study builds on previous work by examining the relationships between teacher mobility and three major dimensions of school organizational conditions—administrative leadership, teacher autonomy, and accountability policies, with the 2011-12 Schools and Staffing Survey (SASS) and 2012-13 Teacher Follow-up Survey (TFS). The findings indicate that teacher's negative perceptions of leadership and control over their teaching practices are predictors for leavers, while negative perceptions of their evaluation and control over their teaching practices are predictors for leavers.

Rural Principal Leadership and Teacher Autonomy: A Case Study Analysis (GSS) Rachel Chamberlain, University of Minnesota

A case study of a rural Wisconsin school explores how leadership practices of rural school principals impact teachers’ sense of autonomy. The results of the study show that the relationship between a school’s principal and teachers has an effect on teacher autonomy and motivation to increase student outcomes. This case study has implications for rural school districts interested in strengthening factors, such as principal leadership, that impact teachers' job satisfaction and retention.

School Leadership and the Retention of Teachers of Color: A Systematic Review of Empirical Literature Wesley Edwards, University of Texas - Austin

The purpose of this systematic review is to better understand the
The role of principal time use in teacher job satisfaction

Hana Kang, Michigan State University

This study examines how principal time use patterns affect school climate and teacher job satisfaction, drawing on 2013 U.S. Teaching and Learning International Survey (TALIS). First, using multilevel structural equation model (SEM), this study investigates whether school climate mediates the relationship between principal time use patterns and teacher job satisfaction. Second, applying multi-group SEM, this study examines whether the relationships among principal time use, school climate, and teacher job satisfaction are moderated by school composition.

Facilitator:
Martha N. Ovando, University of Texas - Austin

016. GSS Session 12 - Breaking the Glass Ceiling?: The Status of Women and People of Color in Educational Leadership
Graduate Student Summit
Paper Session
3:40 to 4:50 pm
Marriott Marquis Houston: Floor 3 - Meyerland B

Participants:
Collective Turnover and Retention of Black Employees in Higher Education Erika Jay, North Kentucky University

A persistent concern exists that institutions shed black employees in greater numbers, and at a much higher rate than white employees, comparatively, in the same institutions, contributing to an adverse climate. Even one employee leaving can contribute to the appearance of a collective exit, with a significant impact on morale, leaving students, employees speculating. Leadership must then tackle addressing employee and student concerns of organizational cultural competence and the strategic acumen of the institution.

Gatekeeping in Educational Administration Hiring Decisions Katherine Merriweather, University of Kansas

Education is a highly feminized profession except for administrative levels, and studying gendered authority gaps can advance gender equity in educational administration. This study examines gendered gatekeeping in educational administrative hiring decisions. Data collection will occur during the summer of 2018 with preliminary findings in early fall. It is hypothesized that, on average, male resumes evaluated by male respondents will tend to have better outcomes than female resumes evaluated by male respondents.

Latina Community College LeadHERship: A Testimonio Approach Briseida Elenes, University of San Diego

Using an exploratory comparative cross-case study of two Latinas, a testimonio approach is used to understand how gender and culture inform the educational and leadership journeys of Latina community college administrators. Findings reveal factors that positively influence their pursuit of leadership roles, and implications to better support Latinas to alleviate the leadership crisis are discussed.

Leading systemic change for equitable principal quality: Evolving routines of a principal pipeline initiative Emily Kate Donaldson, University of Washington

This paper presents initial findings from a study of the leadership practice of nine district leaders leading an equity-focused principal pipeline program in their district. Drawing on organizational learning and organizational sensemaking theories, this paper focuses on how leaders engaged differently in planning routines over time such that the "pieces" of the pipeline varied in how they aligned both with other pipeline pieces and with the district's equity-focused vision of the principalship.

Facilitator:
Susan M. Printy, Michigan State University

017. GSS Session 13 - The Political and Legal Challenges of Educational Leadership
Graduate Student Summit
Paper Session
3:10 to 4:50 pm
Marriott Marquis Houston: Floor 3 - Sugarland A

Participants:
Beyond Bathrooms: Transgender Policy in Education Ann Ernandes Hernandez, California State University, Long Beach

This proposal addresses the theme of the conference by revolutionizing transgender policies in public education, to go beyond bathrooms, and promote a more inclusive middle-school environment.

Rage Against the (De)Segregation Machine: Community Activism and the Fight for School Choice Kevin Winn, Arizona State University

This study examines segregation in a city in the Midwest that adopted controlled choice after its desegregation lawsuit. Since returning to neighborhood zoning, district schools have regesegreged to levels similar to those prior to litigation (Curry, 2017). I show how community groups with goals to improve the city's education system address school segregation and its relationship with school choice through the concepts of capital (Bourdieu & Wacquant, 1992) and whiteness as property (Harris, 1993).

Remnants of Milliken v. Bradley: Student Perspectives of School Choice Dana Nickson, University of Michigan

This pilot study places current students’ perceptions at the forefront of Black families’ efforts to pursue a quality education after the Milliken v. Bradley (1974) decision. I discuss how students navigate school choice options in the Detroit metro region. Additionally, I examine how students’ perceptions of educational systems shaped by dynamics of race and class. Students assert that while they have gained greater access to educational opportunity, they are still disadvantaged by mainstream power hierarchies.

Supporting Refugee Students in Schools: An Analysis of State and Local Policies Edwin Nii Bonney, University of Missouri; Jeong-Mi Moon, University of Missouri

Contrary to immigrant issues, which mostly garner public attention, the challenges that refugees face in the U.S. are often overlooked in research as well as in public discussion. This study examines how state and local policies/practices address the specific needs of refugee students and value their linguistic and cultural contributions.
cultural diversity in a low-incidence school district. We found is lack of categorization and legal support for refugee students as they are lumped with EL students.

**Teachers Making Sense of Undocumented Students’ Lived Experiences and Pertinent Policy: A Critical Perspective**

GSS Chelsea Connery, University of Connecticut; Jennie Weiner, University of Connecticut

This study serves as a starting point to understand teachers’ sensemaking surrounding undocumented students’ experiences to improve social justice leaders’ ability to develop teacher capacity. Utilizing critical race theory and sensemaking as frameworks, we explore how teachers understand what it means for students to be undocumented, policies impacting these students, and their role in relation to them. Emerging findings indicate a continuum of “statusblindness”, suggesting school leaders’ must improve the critical nature of professional development.

Facilitator:

**Mark Anthony Gooden**, Teachers College, Columbia University

**018. GSS Session 14 - The Role of Student Voice in Educational Change**

**Graduate Student Summit**

**Paper Session**

3:40 to 4:50 pm

**Marriott Marquis Houston: Floor 3 - Sugarland B**

**Participants:**

- Developing Student’s Empathy, Collaborative Skills and Self-Awareness: Intentionally through in-School Advisory Programs
  - Ross Morgan, University of Denver; Megan D Ostedgaard, University of Denver

  As educators, we understand that one of the secrets to growing our students is through building meaningful relationships (Robinson, 2014). The question becomes: how do we reach students of all backgrounds, to ensure that we are breaking down the walls of inequity that have surrounded so many, for so long? We decided to look at one of the opportunities often hiding in plain sight within secondary schools: structured advisory classes.

- Exploring the Impact, Distribution, and Congruence of Student Voice: A Quantitative Case Study
  - Seyma Dagistan, Pennsylvania State University

  The purpose of this paper is to address some of the limitations of the extant research on student voice by employing critical quantitative inquiry. This quantitative study relies on survey data from ten secondary schools in two districts in a northeastern state. Specifically, it is looking at the variation of student voice perceptions across students and teachers; the relationship between student voice and engagement, and the variation of student voice perceptions by race, ethnicity and gender.

- Standing in the Void: Student Protest at a HBCU
  - chase frazer, Howard University; Barbara Boakye, Howard University; Amber Williams, Howard University

  In the spring of 2018, First University students staged a weeklong protest to demand an increase of student representation on First University’s board of trustees. In the current iteration, less than 6% of the board are represented by students and board meetings are not public. This paper uses Critical Race Theory to better understand how counter space can be used to empower student voice during a spring HBCU protest.

- Student Voice: A Catalyst for Exposing Institutionalized Racism in Schools and Communities
  - Trevon R Jones, Texas Christian University

  The paper is in depth study of the research surrounding the intersection of student voice and critical race theory. The literature will inform the way schools should approach inequitable systems. This compilation of literature will serve as the foundation for a Youth Participatory Action Research study on Institutionalized Racism in schools.

- The Impact of Student Voice on Student Perceptions of Tolerance and Inclusion
  - Seyma Dagistan, Pennsylvania State University; Lorraine Taylor, Pennsylvania State University

  The purpose of this paper is to remedy the paucity of research examining the relationship between student voice and schools characterized by tolerance and inclusivity. Analyzing quantitative data from two medium-size districts in a northeastern state, this study examines the following research question: Is student voice associated with student perceptions of tolerance and inclusivity?

Facilitator:

**James W. Koschoreck**, Texas State University

**019. GSS Session 15 - Professional Development Special Session**

**Graduate Student Summit**

**Special Session**

3:40 to 4:50 pm

**Marriott Marquis Houston: Floor 3 - Tanglewood**

**020. GSS Roundtables K, L, M, and N**

5:00 to 6:10 pm

**Marriott Marquis Houston: Floor 2 - Houston 4**

**020-1. GSS Roundtable K - Cases of School Reform**

**Graduate Student Summit**

**Graduate Student Roundtable**

**Participants:**

- A Case Study of a High School’s Journey: Transforming High School Through Career Academies
  - Carmen Bellegi, University of Louisville; Whitney Abell-Taylor, University of Louisville; Nicole Michelle Fields, University of Louisville; Manuel Carr, N/A; Adrian Graham, N/A; Detra DeVerne Johnson, University of Louisville

  This case study looks at one Northern Kentucky high school’s experience at transitioning to a career academy school. It explores the key elements that must be present to successful transition to a career academy model both in the research and in this school’s experience. It also looks at what the outcomes (positive and negative) for a high school using career academies as a high school reform model.

- Glasser Quality Schools Strategies, Training and Student Success
  - Hasna Abu Khalid, N/A; Ahmad Alhussini, N/A

  The current study aims on type of Glasser Quality School strategies that are in use and those that are not being implemented. The conceptual framework is based on two theories: equity and expectancy. The study uses multi-method approach that comprises qualitative and quantitative techniques to data collection.strategies that are not being implemented should be implemented to ensure equity in Washington elementary schools with other schools in other states.

**Influences within a System that Advance Teachers’ Implementation of Engaging Teaching Strategies**

- Kimberly Race, Oklahoma State University

  The purpose of this qualitative study is to explore systems in upper elementary schools in a small urban district and the influences that help advance teachers’ adoptions of new instructional strategies that promote student engagement. The study will take place in a small low-socioeconomic, inner-city school district which includes five elementary sites with close to 200 teachers in grades PK-6. Data collection will involve in-depth interviews, classroom observations, and collection of artifacts.

- The Framing of Discipline: Implementation of Common Core
Graduate Student Roundtable

020

Social Connection of Students and Differences in Reading Performance by Bilingual Program

Academic Vulnerability and Underachievement among Urban African American Girls: An Ecological Explanation

Creating Effective Mentoring Programs by using the Qualitative Accounts of Mentors who were Former Mentees

Differences in Reading Performance by Bilingual Program

Social Connection of Students and Its Role in Blended Learning Environments

Graduate Student Roundtable

020-2. GSS Roundtable L - Student Achievement and Context

Participants:

Academic Vulnerability and Underachievement among Urban African American Girls: An Ecological Explanation

Creating Effective Mentoring Programs by using the Qualitative Accounts of Mentors who were Former Mentees

Differences in Reading Performance by Bilingual Program

Social Connection of Students and Its Role in Blended Learning Environments

Facilitator:

Virginia Snodgrass Rangel, University of Houston

Facilitator:

020-3. GSS Roundtable M - Leadership Identity

Participants:

Manning Up: Navigating Masculinity and Sexuality in Society and Educational Spaces

Understanding Saudi Principals Trajectories, Critical Conversations

020-4. GSS Roundtable N - Stakeholder Voices in Focus: Policy Perspectives

Participants:

Bridging the Gap between Educational Philosophies of Oklahoma Legislators and Administrators to Fund Education

Culturally Responsive Teaching and The Achievement of Elementary African American Students

Facilitator:

Jada Phelps-Moultrie, Portland State University

02-0. GSS Roundtable L - Student Achievement and Context

Graduate Student Summit

Graduate Student Roundtable

Participants:

Examining the Implementation of Positive Behavioral Interventions and Supports (PBIS)

Employing LatCrit and QueerCrit theoretical perspectives, I will delve into my experiences as I navigate and survive in society and educational spaces. As a Latino living and learning in the Southwest Borderland, I will illustrate how my Community Cultural Wealth serves as tool to navigate identity personally and professionally. I will share specific experiences and encounters which show the complexity of my intersectional identities and how they impact and affect my praxis as an educational leader.
The Underrepresentation of Latina Superintendents in the South Texas border region

Understanding Saudi Principals Trajectories, Critical Conversations

02-0-4. GSS Roundtable N - Stakeholder Voices in Focus: Policy Perspectives

Participants:

Bridging the Gap between Educational Philosophies of Oklahoma Legislators and Administrators to Fund Education

Culturally Responsive Teaching and The Achievement of Elementary African American Students

Facilitator:

Rodney S Whiteman, University of Wisconsin-Milwaukee

Facilitator:

Jada Phelps-Moultrie, Portland State University

02-0-3. GSS Roundtable M - Leadership Identity

Graduate Student Summit

Graduate Student Roundtable

Participants:

Manning Up: Navigating Masculinity and Sexuality in Society and Educational Spaces

Understanding Saudi Principals Trajectories, Critical Conversations

02-0-4. GSS Roundtable N - Stakeholder Voices in Focus: Policy Perspectives

Participants:

Bridging the Gap between Educational Philosophies of Oklahoma Legislators and Administrators to Fund Education

Culturally Responsive Teaching and The Achievement of Elementary African American Students

Facilitator:

Rodney S Whiteman, University of Wisconsin-Milwaukee
Classrooms today educate a large number of diverse students in a globalized and interconnected world. It is now imperative for educators to develop the ability to understand diversity and to be aware of students’ inclusive perspectives and experiences, and to influence diversity for all students. In 2000, Professor Geneva Gay, wrote that culturally responsive teaching connects students’ cultural knowledge, prior experiences. (Gay, G. 2000).

Texas High School Graduation Requirements and Tracking
Hadiza Mohammed, University of Texas - Austin
The research goal is to try to understand the ways in which the various stakeholders in education understood the benefits and drawbacks of the current Texas high school graduation requirement and compare their understanding to actual student outcomes. Doing so should help us learn from the ways we make decisions about our students and whether that aligns with expected student outcomes.

Voices of the Voiceless: The Story Behind the Achievement Gap
Carol D. Wright, N/A
This study significantly deepens the level of awareness that supports the rejuvenation of teaching and learning strategies for African American students in the public-school setting by soliciting their voice in matters that directly affect their schooling. This study will provide the public-school system and educators an insight into the world of African American students as they perceive it.

Facilitator: Rachel Sue White, Old Dominion University

021. GSS Roundtables A and B
5:00 to 6:10 pm
Marriott Marquis Houston: Floor 3 - Meyerland A

021-1. GSS Roundtable A - School Funding
Graduate Student Summit
Graduate Student Roundtable
Participants:
Exploring Illinois Rural Public School Financial Trends and Their Challenges for School Leaders
Ian Christopher Kinkley, Michigan State University
The purpose of this paper is to explore the longitudinal trends of select school budget categories and connect these findings to school leadership. This study will attempt to classify rural local education agencies and will seek to illuminate the contextual climate in which these classified LEAs operate. Additionally, findings from this study will be linked to existing literature on rural schools and rural school leaders to frame what these findings imply for both.

Pennies for Pre-Schoolers: Philanthropy’s Effect on Pre-School Education
Kathryn Patricia Chapman, Arizona State University
Philanthropic foundations have recently become significantly involved in education programs and policies in the United States. Yet, their financial investments are pennies compared to funding provided by the federal government. While researchers have studied philanthropic investments in K-12 and higher education, few have considered pre-school. To fill this gap, I examine philanthropic foundations and intermediary organizations to understand how and why they have supported pre-school programs, policies, and research from the late 1990s through 2018.

Research on School Leaders and Finance: How Media Narratives Can Inform Research on Principals
Alounso Antonio Gilzene, Michigan State University
Research on school leaders and financial decision-making tend to ignore critical discussions of school leaders histories and biases. This paper proposes a more humanizing approach to researching school leadership and their financial decision-making. This approach is informed by a framework that combines existing leadership theories with media representations (television, news) to try and create new ways of understanding the work of school leaders.

School Finance Reforms on Equity: A Systematic Review through the Lens of Human Capital Theory
Ayata, Pennsylvania State University; David G Martinez,
University of South Carolina
This systematic review provides a synthesis of the previous literature of school finance reforms on school funding by means of the human capital theory. Overall, findings indicate that state-level equity improved in states in which court-imposed school finance reforms took place. Furthermore, studies suggest that states have an economic interest in investing in K-12 education through equitable and fair mechanisms to cultivate skilled individuals in the labor market.

Facilitator:
Wesley Henry, Cal State, Monterey Bay

021-2. GSS Roundtable B - Developing Partnerships
Graduate Student Summit
Graduate Student Roundtable
Participants:
A Brighter Future For All: Collaboration for Equity in More Hierarchal Contexts and Cultures
Samira Hajiyeva, Michigan State University
In this proposal, I explore how school leaders can develop collaborative learning communities in schools in which a top-down leadership style is viewed. Developing collaborative communities is challenging in countries and cultures that do not share the same traditions of democracy, liberty, and informality as many western democracies. Thus, I present the framework that can be used as a model to guide school leaders to build a collaborative community and shift the culture from being top-down.

Alliances for a Sustainable Future: Stakeholder Perceptions of Community Empowered School Architecture and Design Processes
Cierra Leighanne Mantz, Soka University of America
This proposal seeks to address the critical role of comprehensive stakeholder engagement within educational initiatives. The purpose of my study is to understand whether an architectural design process that privileges the knowledge and skill of stakeholders can lead to a decolonized education system. This research will examine the perceptions of school users, community members, architects, and project funders regarding their experiences as active participants in the design and construction of a primary school in Rwanda.

By Any Means Necessary: Principals Leveraging of Non-Profits as a form of Leadership
Alounso Antonio Gilzene, Michigan State University
The purpose of this paper is to get principal perspectives on the use of non-profits and the types of contexts that inform the principals decision to create the partnership with non-profits. Often research only talks about the way the non-profit impacts the school, but there should be more research that interrogates what contexts pushed the school leaders to strategically create partnerships.

Developing a Teacher Self-Efficacy Scale for Family Engagement
Noel Grimm Williams, College of William and Mary
The importance of a family’s contribution to the academic achievement of students cannot be overstated, but practices or strategies for effectively engaging with parents vary. Researchers
have found that teachers often struggle to connect with families, especially when families represent diverse economic, linguistic, and cultural backgrounds. Teacher self-efficacy beliefs influence teachers' behaviors and actions, therefore teacher self-efficacy as it relates to parental engagement is an important variable for predicting specific behaviors among teachers.

Facilitator:
Angela Urick, University of Oklahoma

022. GSS Roundtables C and D
5:00 to 6:10 pm
Marriott Marquis Houston: Floor 3 - Meyerland B

022-1. GSS Roundtable C - Bridging K-12 and Higher Education
Graduate Student Summit
Graduate Student Roundtable
Participants:
An Empirical Analysis and Assessment of a Hispanic-Serving Institution's Commitment to Community-Engaged Scholarship GSS Juan Salinas, University of Texas Rio Grande Valley
The focus of the proposed study is to explore how a Hispanic-serving institution (HSI) in South Texas can frame its role from an institution of “higher education” to an engaged institution. Through an institutional transformational framework, Community-Engaged Scholarship and Learning (CESL), this HSI attempts to connect research and student learning to the communities it serves. This study attempts to empirically measure the impact of the CESL framework on students' sense of belonging and institutional integration.

College Readiness: Perceptions of Students at Early College High Schools in Texas Ron Rhone, Texas Christian University
This study seeks to add to the collective literature of college readiness specifically for ECHS students. The intent of this study is to examine the experiences of students at ECHS in the state of Texas. Through the analysis of these experiences, I hope to identify key strategies utilized by Early College High Schools to empower college readiness and influence a student college readiness identity.

Left Behind: Single Mother Struggles in Higher Education Howard Anderson Thrasher, University of Texas - Austin
Research into the experiences of single mothers in higher education is limited. As a result, single mothers are not provided services that help them reach their educational goals. This scholarly paper examines the literature into the experiences of single mothers, the effects of welfare policy on their experience and offers theoretical considerations. Through this, I can offer recommendations for practice, policy and research that will better serve single mothers (and their children) in higher education.

Facilitator:
Joshua Childs, University of Texas - Austin

022-2. GSS Roundtable D - Working Conditions: Setting the Stage for Effective Practice
Graduate Student Summit
Graduate Student Roundtable
Participants:
Creating Space to Lead: Cognitive Coaching as Mindful School Leader Practice Jennifer H Cox, University of Louisville
This qualitative study intends to establish the potential for Cognitive Coachingsm as mindful leader practice. Both Cognitive Coachingsm and mindful leader practice seek to strengthen cognitive states that can guard against exhaustion and burnout in a professional atmosphere of risk, transformation, and innovation. School leaders, now more than ever, must be equipped with strategies to reinforce resilience, awareness, empathy, clarity, and enthusiasm for transforming the educational landscape. Can we grant ourselves permission to do so?

How do Social Networks Influence Retention of Quality Veteran Educators? GSS Karie Carpenter, Oklahoma State University
Abstract: The social networks for educators influence their continued success or loss of interest in the profession. Despite the high levels of attrition in some schools, some teachers do remain in the profession. Possible reasons for this anomaly may be an educator’s social constructs built within their professional culture. Teachers with strong collegial relationships and those participating in decision-making processes, typically report high levels of job satisfaction and retention (Denton, 2009; Grissom 2011; Zhang, 2006).

Person-Environment Fit Theory Approach To Teacher Retention Vicki Nighswonger, Oklahoma State University
Recent research suggests the United States is experiencing a nation-wide teaching shortage. However, a number of teachers persist in education and remain in the classroom for the duration of their career. This study attempts to explore this variation in teacher retention by focusing on one elementary school with a comparably low teacher attrition rate despite many of the same challenges faced by similar urban schools.

Reducing Depleting Effect of Job Demands Through Induction for Early Career Teachers Leanna Cupit, Louisiana State University
The present study will explore the mediating effect of induction processes on the relationship between early career teacher job demands as they relate to job satisfaction and quit intention. Teachers from five suburban/rural parishes within a 30-50 mile radius of Baton Rouge with 1-5 years teaching experience will be recruited to participate. Job Demands-Resource, induction processes, and job satisfaction will be measured as outcome variables.

Facilitator:
Frank Perrone, University of New Mexico

023. GSS Roundtables E and F
5:00 to 6:10 pm
Marriott Marquis Houston: Floor 3 - Sugarland A

023-1. GSS Roundtable E - Mental, Social, and Emotional Factors in Focus
Graduate Student Summit
Graduate Student Roundtable
Participants:
None But Ourselves: An examination of emancipatory practices Lashia Bowers, Clemson University
Afrocentric schools have utilized emancipatory practices to liberate African American students from (mis)information imposed on them by challenging cultural hegemony. However, the experiences and perceptions of school leaders and mental health professionals in Afrocentric schools has not been adequately addressed in current research. Using the underpinnings of Critical Race Theory (CRT) and Afrocentricity this phenomenological qualitative study will delineate the necessity of a closer examination of the educational and psychological outcomes of emancipatory practices.

Redefining School Leadership of Social-Emotional Learning from an Equity Lens GSS Kate Kennedy, University of Southern California
Social-emotional learning (SEL) is a quickly growing K-12 school reform initiative. Yet scant empirical literature exists on
the role of school principals in leading SEL reforms. I seek to answer two questions in this paper: What do we know about leadership of SEL reforms? What does the literature say about the SEL needs of minoritized, LGBTQ, and female students? I offer a theoretical framework for school leadership of SEL reforms from an equity lens.

School-Based Mental Health Programs Impact on Mental Health Disparities & Trauma Informed Care Nicole Michelle Fields, University of Louisville; Detra DeVerne Johnson, University of Louisville; Carmen Bellefant, University of Louisville; Whitney Abell-Taylor, University of Louisville; Manuel Garr, N/A; Adrian Graham, N/A

Mental health is a growing challenge in all schools. Mentally healthy students are more likely to go to school ready to learn, actively engage in school activities, have non-aggressive behaviors, and add to positive school culture. This study is essential to the education field, particularly school counselors and teachers, it adds to the ongoing conversation about how to understand people who are mentally ill, and behaviors are receiving services in schools.

Facilitator: Elizabeth Gil, St. Johns University

023-2. GSS Roundtable F - Principal Development for the 21st Century

Concerns of Novice Principals: How a District-Based Preparation Program Changed to Address Novice Principals Concerns Over Time Tiffany Aaron, University of Georgia

The expectancy of results and high turnover has led to questions about the quality of principal preparation. A large southeastern urban district responded to these concerns by developing a year-long principal preparation program. They contracted with a research-1 institution to assess their program from 2007-2011. This research identifies how the concerns of novice leaders after completing a district-based principal preparation program and addresses how a district-based preparation program changed to address its graduates’ concerns overtime.

Confronting Race: Dialogues on Race in a Flipped Learning Model for School Leaders Patricia Virella, University of Connecticut

This paper seeks to explore the utilization of flipped professional development as a tool to facilitate development of culturally relevant pedagogies. This paper is intended to support training of school leaders.

Preparing Principals for ALL Students: Two Approaches Evangeline Chiang, Southern Methodist University; Carlin Conner, Southern Methodist University; Paul Polanco, N/A

The role of the school principal is particularly important for students of diverse populations. Understanding how two different countries approach preparing principals to work with a diverse population of learners provides insight into effective policymaking in this area. This qualitative study looks at the similarities and differences of principal preparation in two countries—the United States and England, with a particular focus on meeting the needs of all student learners.

Reflecting on Educational Leadership as an Independent Field, Joo Hyun-Jun, Daegu National University of Education; Taeyeon Kim, Michigan State University

This theoretical study aims to ignite our reflections on educational leadership study. We first review how educational leadership research has been historically established. Second, we discuss key findings within educational leadership research and then discuss how they can enable and/or limit the development of the field. Third, we explore how future studies can expand the boundary of the field and strengthen the quality of inquiry within educational leadership to develop it as an independent field.

Facilitator: Bradley Davis, The University of Texas at Arlington

024. GSS Roundtables G and H

5:00 to 6:10 pm
Marriott Marquis Houston: Floor 3 - Sugarland B

024-1. GSS Roundtable G - Contemporary Leadership Considerations

Participants:

- Authentic Leadership and Race: Does race determine how we lead? Natalie Denise Lewis, University of Denver
- Mediating a gentrified new world: The principals’ dilemma Aisha Haynes, New York University
- School Resource Officer Roles and Responsibilities: Texas School Leaders’ Expectations Ann Marie Cotman Hicks, Texas State University

Nationwide, there is a distinct lack of clarity around SROs’ purpose and responsibilities. One major concern is the lack of communication between SROs and school administrators, and the importance of clearly defined boundaries and roles. With this concern in mind, our research aimed to answer a number of questions: How do school leaders receive the roles and responsibilities of SROs? What are school leaders’ expectations of SROs? What experiences and opinions inform those views?

Facilitator: Erin Anderson, University of Denver

024-2. GSS Roundtable H - Critical Examination of Achievement: Past, Present, and Future

Participants:

- But There Are Reasons: A Critical Race Analysis of No Excuses Charter School Ideology Ruguayyah Perkins-Williams, University of Illinois at Urbana-Champaign
- This study examines the underlying ideology of No Excuses charter schools through the lens of Critical Race Theory (CRT). Tenets of CRT (critique of liberalism, racial realism, and whiteness as property) are used to illuminate conceptualizations

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of students and families in core writings of the No Excuses movement. This paper concludes with recommendations for more equitable educational approaches which achieves the goal of helping African-American and Latina/o children obtain academic success.

Critical Race Theory and Detracking **Shannon Holder, University of Connecticut**

In the 1970’s detracking emerged as a reform to reverse the inequitable results of tracking in American public schools (Alvarez & Mehan, 2010; Tyson, 2013). This study utilized a Critical Race Theory framework and uses an ethnographic methodology to examine the implementation of detracking in a school system. The school site included in the study were created to desegregate a racially isolated urban school system.

Florida's School of Hope and Educational Equity **Marsha Henry, University of South Florida**

A closer look at schools that have been identified as persistently low performing (PLP) will reveal that they serve a population where a large number of students are identified as students from low socioeconomic status (SES). The purpose of this study will be to examine the implementation of the Schools of Hope policy initiative and determine its impact on the academic achievement of students who come from low-income families.

Using Bricolage to Analyze Imagining, Implementation, and Impact of ERT Policy **Carrie Lynn Gentry, University of South Florida**

When considering education policies, those in power often refer to “research-based” practices and materials with the implication that “research-based” is quantitative research, that which is measurable and easily assessed. Much of the research regarding culturally relevant education is qualitative and despite positive findings, integration within mainstream curriculum is slow at best. The purpose of this paper is to explore a bricolage of methods to analyze current policy and its effects on students of color.

Facilitator:

**dongmei Li**, University of Texas - Austin

**025. GSS Roundtables I and J**

5:00 to 6:10 pm

Marriott Marquis Houston: Floor 3 - Tanglewood

**025-1. GSS Roundtable I - Community Engagement**

Graduate Student Summit

Graduate Student Roundtable

Participants:

Achievement Gap: Mediating Factors of OST Programs on Low SES Students’ Academic and Social-Emotional Well-being **Adrian Graham, N/A; Detra DeVerne Johnson, University of Louisville; Nicole Michelle Fields, University of Louisville; Carmen Bellefant, University of Louisville; Whitney Abell-Taylor, University of Louisville; Manuel Garr, N/A**

Inequalities in education widen the achievement gap significantly. Frequently our schools, through policy and procedure, offer equal education but not equitable opportunities. Low-income students are at a stark disadvantage to their peers. Many are exposed to structure exclusively during school hours. This equates to 6-hours of programming in comparison to 18-hours of deprogramming. It is imperative that new methods of outreach and intervention are placed on effective strategies to help this high-risk population.

Logics of Engagement **Daron Cyr, University of Connecticut**

This document analysis uses a framework of institutional logics illuminate inherent values and beliefs of states and districts by answering the following research questions: What are the prominent logics of parent engagement as expressed by the state?

By considering: How do districts and/or schools take up these logics and interpret them locally? How are these logics negotiated in underperforming schools? How are these logics negotiated in high performing schools?

Putting the "Community" in Full-Service Community Schools: Authentically Implementing the Model **Madeline Laurinda Haynes, University of Texas - Austin**

Community schools are a promising model for improving outcomes for low-income students, and they have received increased attention in recent years. However, there are valid concerns over how community-based some of the emerging "community schools" are. This research project would investigate the following question: how can the community schools model be adapted to ensure that these projects are indeed community-driven and authentically involve all members of the community, rather than in name only?

The Agenda for Equity and Social Justice that Schools and Communities Need **Samuel Lee Coleman, University of Wisconsin-Madison**

Some community and educational leaders have found success implementing sustainable system-wide strategies for improving student outcomes and sustaining meaningful collaborations. Although there are some examples of success, many schools continue to exist unsuccessfully in isolation from communities they serve. My research examines challenges, opportunities and outcomes of aligning district equity agendas with community-based strategies to disrupt inequities in access to essential resources and improve the trajectories of students and families who live in historically marginalized communities.

Facilitator:

**Katherine Rodela**, Washington State University

**025-2. GSS Roundtable J - S.T.E.M. Leadership**

Graduate Student Summit

Graduate Student Roundtable

Participants:

Exploring Teacher Leaders' Identity and Professional Learning in a Community of Practice **Latanya Brandon, University of Connecticut; Cindy Kern, N/A; Suzanne Wilson, N/A**

Adoption of Next Generation Science Standards (NGSS) calls for significant changes in science science instruction. Scholarship suggests that teachers are a critical lever in making permanent change, as they are both the target and the agents of reform (Bredeson, 2013; Bridwell-Mitchell, 2015; Collinson, 2012.). The purpose of this exploratory study is to understand what teachers bring to and take from a community of teacher leaders that is designed to support their ongoing professional learning.

Leadership Content Knowledge and Student Academic Achievement in S.T.E.M. **Charles Derek Collingswood, University of Arizona**

This study examines the influence of principals’ content knowledge on students’ academic achievement in STEM. There is evidence that high school leaders play a significant role in the academic achievement of students. Research Design: Structural Equation Modeling was used to examine the relationships among principals’ content knowledge, their leadership actions and students’ academic achievement in mathematics and science as measured by gains on mathematics assessment. Data came from the High School Longitudinal Study of 2009.

School Technology Leadership Instruments: An Investigation of Teacher Perceptions of School Principals’ Leadership Using SEM **Garrick Grace, University of Kentucky**

This study explores leadership behaviors of principals through the eyes of teachers and as they relate to the presence of technology in schools. Analytic techniques include confirmatory factor analysis (CFA) of principals’ effective technology leadership.
leadership as a multidimensional construct and structural equation modeling (SEM) to examine the relationships of variables in the model. Three commonly used instruments will be analyzed and tested to ensure thoroughness and appropriateness for use in the final study.

The School Principal: Cultivating Leaders of Mathematics

Whitney Gabrielle Presley, Louisiana State University

Louisiana continues to raise our standards, using the Common Core standards as a model, in hopes that nationally aligned standards will lead to a rise in student achievement in Louisiana. But, have our teachers been prepared for this rapid change? Are Louisiana school leaders prepared to cultivate a learning community on their campuses that support standards-based rigorous instruction? Moreover, are any additional resources being provided to high-poverty schools to adequately support the students that they serve?

Facilitator:

Kathleen M. Winn, University of South Carolina

026. Plenum and Graduate Student Reception

UCEA Annual Convention

Reception
5:45 to 6:45 pm

Marriott Marquis Houston: Floor 6 - West Event Lawn
027. Light Breakfast for Graduate Student Summit Registrants and Jackson Scholars  
UCEA Annual Convention  
Special Session  
7:15 to 7:45 am  
Marriott Marquis Houston: Floor 3 - River Oaks A

028. UCEA Plenary Session - Day 2  
UCEA Annual Convention  
Special Session  
7:30 to 11:30 am  
Marriott Marquis Houston: Floor 2 - Houston 1

029. GSS Session 16 - Ignite! - Creating Space for Equitable Student Voices  
Graduate Student Summit  
Ignite Session  
8:00 to 9:10 am  
Marriott Marquis Houston: Floor 3 - Briargrove A

Participants:
District leadership for diverse and equitable school leadership:  
Equity-focused principal supervisor practice Emily Kate Donaldson, University of Washington  
This Ignite! presentation will highlight the leadership practice of a group of district leaders, primarily principal supervisors, in one, mid-sized, urban district as they sought to carry out their support for principals in explicitly equity-focused ways. Four themes of their practice will set forth an initial template of what “equity-focused principal supervision” looks like and bring an equity lens to an area of educational leadership to date explored in race-neutral terms.

Gaining Ground: One Principal's Effort to Increase College Attendance Among African American Students Anastasia Beverly Lindo Anderson, Texas A & M University  
How does a principal effectively impact the number of African American students that attend college? This Ignite! talk will examine the African American school principal’s role in influencing college attainment among African American youth. Themes include: a) how the principal faces systemic challenges when pushing a college agenda; b) how she uses her positionality as a middle-class African American leader and mother and; c) how she purposely cultivates relevant social capital within her students.

Honoring Their Power: An Exploration of Revolutionary Critical Mentoring in the Lives of Black Girls Krystal Huff, Loyola Marymount University  
The purpose of this Ignite! session is to share key findings from my auto-ethnographic research regarding how critical mentoring influenced and ultimately determined the trajectory of my life as a working-class Black girl growing up in Los Angeles. It will emphasize how my experiences later shaped my own critical mentoring practice. Initial analysis reveals key elements that are essential to effective mentoring of Black girls, components that comprise the transformative potential of critical mentoring.

Math-Heavy Persistence and for Black and Latinx Undergraduate Women Barbara Boukye, Howard University  
Current research on persistence, or lack thereof, in science, technology, engineering, and math (STEM) baccalaureate programs focuses on access to STEM programming and increasing student interest, especially when concerning minority students. With this in mind, the researcher chose to study the experiences that hindered STEM persistence in Black and Latinx students, specifically those enrolled in programs requiring at least calculus.

Mental Slavery is a choice?: Going beyond the hashtag into the depths of the psyche Lashia Bowers, Clemson University  
In an interview, Kanye West (2017) recently said that slavery was a choice. The conversation concerning the current mental state of black students does not address the psychological implications of racism. I will argue that mental slavery occurs when one accepts misinformation about themselves as human beings. I will suggest that mental slavery can be addressed through Black Emancipatory Action Research (BEAR) and in practice through an emancipatory pedagogical approach.

New Grounds: “Haunting” as Humanizing Methodology Courtney Camille Mauldin, Michigan State University  
In this session, I offer haunting as the language for understanding abusive systems of power and how they make themselves known (Gordon, 2011). I conceptualize haunting as a humanizing methodology that empowers youth of color epistemologies. By deploying haunting in educational leadership, we begin to assess other critical sights of inquiry that offer a futurity for youth of color and thus transform leadership, research, and scholarship.

The Development of Black Students’ Critical Race Consciousness in “White Spaces” Tina B. Evans, Loyola Marymount University  
The purpose of this Ignite session is to spark discussion of the experiences of Black students in predominantly white independent private schools in large cities. It discusses a preliminary investigation on how Black students develop, negotiate, and survive their experience as a marginalized, underrepresented group. Since schools inform identity development for all adolescents, they remain integral in shaping Black students’ sense of themselves, and race and class are salient features of this process.

The good learner: Reifying dominant ideology through educators’ discursive knots and pedagogical practices Sarah L. Hairston, University of Missouri  
Traditional education creates a discursive culture that delineates the good learner through a dominant white ideology. Utilizing Freire’s Critical Pedagogy this research asks (1) how educators define a good learner and (2) critically analyzes the pedagogical choices used to assert dominant ideals. Through initial findings, educators struggle with reimagining a good learner and reifying dominant ideology through pedagogy that delineates a good learner through narrowly defined behavioral norms and codifiable measurements of academic success.

Facilitator:  
Margaret Grogan, Chapman University

030. GSS Session 17 - Leadership for Social Justice in Challenging Political Climates  
Graduate Student Summit  
Paper Session  
8:00 to 9:10 am  
Marriott Marquis Houston: Floor 3 - Briargrove B

Participants:  
Centering Black Leader Narratives in the Decolonization Work Jamel Adkins-Sharif, University of Massachusetts Boston  
This research study explores the lived experiences of a Black principal and Black children in order to construct a narrative about what school success looks and feels like. Using auto-ethnography, interviews and a focus group, this study will analyze these narratives through lenses of critical race and theories of coloniality. Potential contributions expand the field of leadership studies and engaging student voice.
“How do we perform our duties in this political environment?”: Leader activism in political contexts Meagan Richard, University of Illinois at Chicago; Jason Derie Salisbury, University of Illinois at Chicago

In today’s climate of nationalism, populism, income inequality, and neoliberalism, politics is salient within and outside of schools. Social injustices outside of schools reproduce within schools; thus, social justice leadership is directly connected to political contexts. Research has rarely investigated how principals respond to political contexts, or how political activism and social justice leadership are connected. Within study we investigate principals’ out-of-school activism and interrogate how political contexts are situated within social justice leadership.

Leaders as Policy Subjects in High Poverty Schools Situated in a Neoliberal Policy Context Bryan J Duarte, University of Texas at San Antonio

This critical ethnographic study utilizes Foucauldian theories to problematize, critique, and question the political system of educational policy that governs and transforms the subjectivity of a principal and teachers in a school serving marginalized youth. The findings expose the ways in which the system oppresses the principal, as well as the ways that she navigates and disrupts the mechanisms of power.

School District Policy for Racial Equity: A Review of the Literature (GSS) Taylor Nicole Allbright, University of Southern California

Racial inequity is a long-standing problem in American education. District leaders have pursued numerous equity-oriented reforms, yet these efforts reflect varying assumptions about what equity means and how it can be achieved. In this literature review, I describe how school districts have sought to further racial justice, and I critically examine the research base on these efforts. This review advances our understanding of how leaders and researchers can promote racial equity in education.

Telling their story: The impact of early social awareness of injustice on district leaders Samuel Lawrence Gonzales, Texas A & M University; Elisabeth M Krimerl, Texas A&M University–San Antonio

Superintendents interact daily with students, teachers, employees, and community members in their role as the educational leader of the district. As our society becomes even more diverse and stratified, it is vital that the educational leaders know how to work with people of all social backgrounds, languages, and experiences. This qualitative study examines the experiences of 3 district leaders to identify the impact of early social awareness of injustice on their ethical constructs as Superintendents

Facilitator: Maria Luisa Gonzalez, Professor Emerita

031. Introduction to Improvement Science in Education: A Learning-By-Doing Simulation

UCEA Annual Convention
Innovative Session / Mini-Workshop
8:00 to 12:00 pm
Marriott Marquis Houston: Floor 3 - Meyerland B

Persistent problems in education require that we rethink how we partner across role groups and constituencies, and enact changes so that they take root and have lasting impact. This mini-workshop mixes instructional lessons with guided, hands-on teamwork to advance participants’ understanding of how improvement science can enhance the capacity of classrooms, schools, districts, and other institutions to produce high-quality outcomes reliably for every child and across the diverse settings in which they learn.

Participant: Introduction to Improvement Science in Education: A Learning-By-Doing Simulation Barbara Shreve, Carnegie Foundation for the Advancement of Teaching; Edit Khachatryan, Carnegie Foundation for the Advancement of Teaching

With evidence of success in diverse sectors including healthcare (Gawande, 2007) and manufacturing (Rother, 2009), a continuous improvement approach is increasingly seen in education as a promising strategy to help students thrive and succeed in school (Best & Dunlap, 2014). Yet few organizations and individuals understand how to engage in improvement work in their contexts. For nearly a decade, the Carnegie Foundation has been developing and advancing a more productive relationship between research and practice through the use of improvement science principles (Langley et al., 2009) enacted through Networked Improvement Communities (Bryk, Gomez, Grunow, & LeMahieu, 2015; Russell Bryk, Dolle, Gomez, LeMahieu, & Grunow, 2017). These practices disrupt the traditional roles of practitioners, researchers, and communities in improvement efforts, and lift up different sources of knowledge as integral to successful efforts to change educational systems.

The integration of improvement science with educational networks is designed to combine analytic rigor with social relations and weave continuous improvement practices into the web of how educational organizations work to tackle complex problems of practice (Bryk et al., 2015; Lewis, 2015; Park, Hironaka, Carver, & Nordstrom, 2013). Successful networks combine research, professional and improvement knowledge to develop and implement lasting changes in their systems. They leverage local data, the voices of “users” (those closest to the problem), practical and scholarly expertise, and knowledge of how work is currently accomplished to identify changes to the system that have highest potential to impact outcomes. This mini-workshop, which is organized as a four-hour simulation, is based on a true case of a network working to increase college readiness among its high school students. As a teaching method, simulations allow learners to apply theory to practice in an integrated manner—to “think on their feet, rather than in their seat.” Through a dynamic mix of short instructional lessons, group discussions, quiet reflections, and guided, hands-on teamwork, this mini-course provides attendees a fast-paced, “learning-by-doing” opportunity to experience the work of improvement science.

Facilitators: Manuelito Biag, Carnegie Foundation for the Advancement of Teaching

032. Jackson Scholars Network Research Convocation

UCEA Annual Convention
Special Session
8:00 to 8:50 am
Marriott Marquis Houston: Floor 3 - Sugarland B

Facilitators: Lisa Bass, North Carolina State University
Hollie Mackey, University of Oklahoma

033. GSS Session 18 - Leadership Approaches to School Improvement

Graduate Student Summit
Paper Session
8:00 to 9:10 am
Marriott Marquis Houston: Floor 3 - Tanglewood

Participants: Against the Odds: Principal Leadership in Challenging Chinese Contexts Cathy Ping XIE, The University of Nottingham

This study reports how redeployed principals enacted their leadership in low performing Chinese state schools to improve student learning within their six-year principalship. Case study approach was employed and the principals were sampled
purposively. Data were collected by means of documents, a questionnaire survey, and semi-structured interviews. The findings show these schools were in different improvement phases, with different strategies at the same period of their journey, and also similar foci in different phases.

A Systematic Review of the Research Literature on School Leadership Teams (GSS) Bryan A. VanGronigen, University of Virginia

Many of today’s school leaders distribute leadership and management responsibilities, but not much is known about specifically when and how they do so. One approach calls for creating a school leadership team (SLT), a group of school staff with some degree of school-wide decision-making influence. In this study, I conduct a systematic review of the literature in order to develop a more comprehensive understanding of SLTs, particularly their involvement with school improvement efforts.

Collaborative Principal Network: A Catalyst for Change Jennifer Karnopp, Indiana University

Collaborative school networks support change by linking school leaders to others engaged in similar change work (Bryk, et al., 2015). Here, principals are information brokers, bridging and buffering ideas from the outside (Daly et al., 2014). Understanding how knowledge flows within a collaborative network is important for understanding its potential as a catalyst for change. This paper draws from organizational theory and utilizes social network analysis to understand how principals participate in network information flows.

Leadership as Design: A case study of how a district changed student learning pathways. Julie M. Kallio, University of Wisconsin-Madison

This paper examines how a leader in a rural district created and collaboratively implemented the Learner Proficiency Profile, an artifact that supports individual learning pathways. Through an analysis of the vision of teaching and learning, the features and affordances of the artifact itself, and a reconstructed design narrative, I suggest that a reconceptualization of leadership as design provides insight into how innovative leadership enacts and sustains change in educational systems.

Learning-Focused Leadership in High Schools: A Pathway to Closing Achievement Gaps- GSS Marni J. Davis, University of Utah

This study follows the principals of two comprehensive, public high schools and the pathways each uses to reach equitable student learning outcomes for marginalized students of color and those living in poverty. By applying the framework of Learning-focused Leadership as conceptualized by Copland and Knapp (2006) the initial findings illuminate how these two principals use relationships to help them establish a focus on learning, build community and share instructional leadership responsibilities.

Facilitator:
Sharon Kruse, Washington State University

034. Jackson Scholars Network Research Presentations: Paper Session #1
Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:45 am
Marriott Marquis Houston: Hunter's Creek A

035. UCEA/BELMAS Research Collaboration: The International School Leadership Development Network
UCEA Annual Convention
Special Session
9:00 to 12:00 pm
Marriott Marquis Houston: Floor 3 - Hunter's Creek B

Research teams from the International School Leadership Development Network, an international collaboration between UCEA and BELMAS, will meet to discuss current projects and future plans. Teams will: • Refine research designs for projects dealing with: (a) leadership for high need schools and (b) social justice leadership • Examine potential funding sources to support research projects • Establish plans for reporting findings at future professional conferences • Determine outlets for publishing research findings

Facilitators:
Pamela A. Angelle, University of Tennessee at Knoxville
Bruce Barnett, University of Texas at San Antonio
Jami Royal Berry, University of Georgia
Ian Potter, Bay House School & Sixth Form
Charles L. Slater, California State University Long Beach

036. Jackson Scholars Network Research Presentations: Paper Session #2
Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:45 am
Marriott Marquis Houston: Floor 3 - Kingwood A

037. Jackson Scholars Network Research Presentations: Paper Session #3
Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:45 am
Marriott Marquis Houston: Floor 3 - Kingwood B

038. Jackson Scholars Network Research Presentations: Paper Session #4
Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:45 am
Marriott Marquis Houston: Floor 3 - Meyerland A

039. Jackson Scholars Network Research Presentations: Paper Session #5
Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:45 am
Marriott Marquis Houston: Floor 3 - Sugarland A

040. Jackson Scholars Network Research Presentations: Paper Session #6
Jackson Scholars Network Research Symposium
Paper Session
9:00 to 9:45 am
Marriott Marquis Houston: Floor 3 - Sugarland B

041. Jackson Scholars Network Research Presentations: Paper Session #7
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am
Marriott Marquis Houston: Hunter's Creek A

042. Jackson Scholars Network Research Symposium: Mentor Feedback Session #1
Jackson Scholars Network Research Symposium
Special Session
10:00 to 10:50 am
Marriott Marquis Houston: Floor 3 - Briargrove A

043. Jackson Scholars Network Research Symposium: Mentor Feedback Session #2
Jackson Scholars Network Research Symposium
Special Session
10:00 to 10:50 am
044. Jackson Scholars Network Research Presentations: Paper Session #8
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am
Marriott Marquis Houston: Floor 3 - Kingwood A

045. Jackson Scholars Network Research Presentations: Paper Session #9
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am
Marriott Marquis Houston: Floor 3 - Kingwood B

046. Jackson Scholars Network Research Presentations: Paper Session #10
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am
Marriott Marquis Houston: Floor 3 - Meyerland A

047. Jackson Scholars Network Research Symposium: Mentor Feedback Session #3
Jackson Scholars Network Research Symposium
Special Session
10:00 to 10:50 am
Marriott Marquis Houston: Floor 3 - River Oaks A

048. Jackson Scholars Network Research Symposium: Mentor Feedback Session #4
Jackson Scholars Network Research Symposium
Special Session
10:00 to 10:50 am
Marriott Marquis Houston: Floor 3 - River Oaks B

049. Jackson Scholars Network Research Symposium: Mentor Feedback Session #5
Jackson Scholars Network Research Symposium
Special Session
10:00 to 10:50 am
Marriott Marquis Houston: Floor 3 - River Oaks C

050. Jackson Scholars Network Research Presentations: Paper Session #11
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am
Marriott Marquis Houston: Floor 3 - Sugarland A

051. Jackson Scholars Network Research Presentations: Paper Session #12
Jackson Scholars Network Research Symposium
Paper Session
10:00 to 10:50 am
Marriott Marquis Houston: Floor 3 - Sugarland B

052. Jackson Scholars Network Research Symposium: Mentor Feedback Session #6
Jackson Scholars Network Research Symposium
Special Session
10:00 to 10:50 am
Marriott Marquis Houston: Floor 3 - Tanglewood

053. Jackson Scholars Network Research Symposium: Mentor Feedback Session #7
Jackson Scholars Network Research Symposium

054. Jackson Scholars Network Research Symposium: Mentor Feedback Session #8
Jackson Scholars Network Research Symposium
Special Session
11:00 to 11:50 am
Marriott Marquis Houston: Floor 3 - River Oaks A

055. Jackson Scholars Network Research Symposium: Mentor Feedback Session #9
Jackson Scholars Network Research Symposium
Special Session
11:00 to 11:50 am
Marriott Marquis Houston: Floor 3 - River Oaks B

056. Jackson Scholars Network Research Symposium: Mentor Feedback Session #10
Jackson Scholars Network Research Symposium
Special Session
11:00 to 11:50 am
Marriott Marquis Houston: Floor 3 - Sugarland A

057. Jackson Scholars Network Research Symposium: Mentor Feedback Session #11
Jackson Scholars Network Research Symposium
Special Session
11:00 to 11:50 am
Marriott Marquis Houston: Floor 3 - Sugarland B

058. Jackson Scholars Network Research Symposium: Mentor Feedback Session #12
Jackson Scholars Network Research Symposium
Special Session
11:00 to 11:50 am
Marriott Marquis Houston: Floor 3 - Tanglewood

059. UCEA Awards Luncheon Sponsored by The Wallace Foundation
UCEA Annual Convention
Special Session
12:00 to 1:50 pm
Marriott Marquis Houston: Floor 2 - Houston 4
This luncheon was established to honor the recipients of UCEA Awards. The UCEA Awards focus on contributions to scholarship, teaching, student development, and improvement of educational leadership preparation and practice. For a full list of current and past UCEA award winners, please see the section later in the program or the UCEA website: www.ucea.org/opportunity_category/awards

060. Developing the Core: A Focus on Teacher Growth
UCEA Annual Convention
Paper Session
2:00 to 3:10 pm
Marriott Marquis Houston: Hunter's Creek A
Participants:
An Investigation of Trust between Elementary School Teachers and Principals Brent Kaykendall, N/A; Charles L Slater, California State University Long Beach
This investigation explored trust between teachers and principals. Veteran elementary teachers shared incidents that they felt influenced the level of trust they had with their principal. They most often identified incidents where the principal showed benevolence, openness, and honesty, and they had a higher level of trust with principals who showed care, communicated openly,
and connected with them on a personal level. This study provides implications for the preparation and professional development for K-12 principals.

How Teacher Leadership and Instructional Leadership Interactively Impact Teaching and Learning Yan Liu, Central Connecticut State University; Ling Li, N/A; Chen Huang, N/A

The quantified measurement of the extent of both teacher leadership and instructional leadership in schools and the impact of these leadership practices on teachers and student learning is limited, especially in an international context. This project investigated how teacher leadership and instructional leadership determine the level of influence on teacher efficacy and student performance using multi-level SEM. The result indicates instructional leadership is a key predictor of teacher efficacy and student performance.

Innovating the Effects of the Principal-Teacher’s Decision-Making Power Relationship: A Novel Slope-as-Predictor Approach Jiangang Xia, University of Nebraska Lincoln; Jianping Shen, Western Michigan University

This project investigated the effects of the dynamic principal-teacher’s power relationship on student engagement and teacher job satisfaction. Based on a novel slope-as-predictor approach and a large-scale national data, we found that the power relationship with a smaller range tends to have a stronger effect on teacher job satisfaction and that the power relationship had a negative effect on student engagement in the two decision areas where teachers are held accountable for student learning.

Principals Developing Teacher Leaders for the Enactment of Joint Inquiry in Teacher Teams Samuel Paul Whalen, University of Illinois at Chicago; Jason Swanson, University of Illinois at Chicago

A consensus is emerging that realizing the instructional ambitions envisioned by the Common Core requires levels of rigor and interdependent action in teacher teams that exceed current norms for teacher collaboration and professional community. The purpose of this paper is to understand the roles principals play in building the capacity of teacher leaders to organize teacher teams for “joint inquiry,” or the enactment of tightly coupled and highly interdependent modes of teacher collaboration.

Facilitator:
Allison M. Borden, University of New Mexico

061. The Role of Transformative Leadership to Disrupt Negative Expectations of Students Across the Educational Pipeline

UCEA Annual Convention
Symposium 2:00 to 3:10 pm
Marriott Marquis Houston: Floor 3 - Briargrove A

In this symposium, the presenters draw on the theory of transformative leadership to disrupt problems associated with moral complacency, color-blindness, and systemic inequities for the purpose of reimagining America’s PK-20 schools. By sharing their participatory action research projects, the presenters engage in a counter-narrative to disrupt negative beliefs and expectations, insisting that transformation must come from leaders’ capacities to foster the affinity of and emancipation with those rendered as the Other by the educational system.

Participants:
Combatting the “Trump Effect”: Using Transformative Leadership and Critical Race Curriculum to Uplift One Middle Schools’ Racialized Climate Kelly Deits Cutler, Portland State University
Since the presidential election cycle of 2016, educators across America have reported an alarming increase of racialized incidents and harassment in schools, referred to as the “Trump Effect” (Costello, 2016). The purpose of this qualitative study was to investigate one predominantly white school’s attempt to combat racial color-blindness and the “Trump Effect” through coalition building and the practice of transformative leadership between school administrators, teachers, and a university researcher. To create sustainable change, the coalition of educational leaders focused on the implementation of a social studies unit using the framework of critical race curriculum (CRC), which acknowledges the centrality of racism and other intersectional forms of oppression as deeply embedded social constructs in society (Yosso, 2002). In this social justice context, these school leaders explored the following questions: (1) How do white middle school students describe race, racism, and racial colorblindness as the result of learning through critical race curriculum?; and (2) How do white middle-school students perceive their own racial identity upon completing a unit of study which incorporates the tenets of critical race curriculum? Through participatory action research (Bertrand, 2018), data collection included participant observation notes, artifacts, and semi-structured interviews with 27 sixth grade students attending a large, urban middle school in the western United States. The findings indicated that students saw themselves as agents of change, while reflecting on the historical legacy of race in contextualizing the current political context. Specifically, students began to imagine their own solution to the “Trump Effect” happening within their school. Importantly, the leaders of this school began to implement students’ recommendations as a process of reimagining the role of critical race curriculum in the production of anti-racist knowledge.

Transformative Leaders in the Making: Understanding Adolescent Leadership Development Through Student Voice, Service Learning, and Social Justice David Sorkin, University of Notre Dame

Dantley and Tillman (2006) argued that leadership is transformative, and morally and social justice-driven. However, the recent ideologically contentious presidential race in the United States highlights the urgency to strengthen leadership that can advance the dignity and respect of all. Following the election, the fundamental questions remained: 1) What type of democratic leadership does our global society need?; and 2) How can it be developed in K-12 education with the younger generation? This action research project builds on Shield’s (2017) concept of transformative leadership to cultivate the mindset and skillsets of eight high school students’ moral and ethical commitments in a Catholic school in America’s Southwest. Undercorning the philosophical tenets of transformative leadership (Shields, 2017), the vice principal of the school employed problem-posing curriculum (Freire, 2005) to support students to undergo a community-based, service learning project to harness the dispositions of humility, faith, hope, love, critical thinking, and solidarity (Miller et al, 2011). In effect, students’ voices became central to their leadership development and participation, as well as the investigation into their leadership identity development (Mansfield, Welton, & Halx, 2018; Rodela & Bertrand, 2018). The significance of this work lies in the role of school administrators in creating curricular conditions for service learning and to role model transformative leadership to assist students’ preparation for a just society.

Paper 3: The Role of Transformative Leadership to Center Latina STEM College Students’ Counterstories in the Implementation of Validation in Student Advising Tami Coronella, N/A

This project took place in America’s Southwest in a College of Engineering that employs a colorblind, one-size-fits-all approach to student advising. Predictably, this approach was found to reinforce negative stereotypes, leading a disproportionate number
of first-generation Latina engineering students to believe that their success was inhibited by gender, race, and first-generation status. Through the use of Latina/o’s counternarratives, the College’s administrator employed a LatCrit theoretical framework (Solórzano & Yosso, 2002) to explore the following research questions: 1) How do students and advisors describe the influence of validating advising practices?; and 2) How do students describe their cultural assets within validating advising practices? Drawing on the traditions of participatory action research (Bertrand, 2018), data collection involved semi-structured interviews and field observations of 10 first-year Latina engineering students from first-generation backgrounds and three academic advisors. Findings suggest academic advisors were capable of developing programmatic and curricular leadership to affirm the race and gender histories, life experiences, and intellectual assets of first-generation Latina students vis-à-vis their community cultural wealth (Yosso, 2005). In turn, students reported a deeper understanding of the advising relationship and the role an advisor can play in Latinas’ college persistence.

College Students’ Perceptions of Their Adaptability in the Transitions of Academic Majors: An Ecological Perspective of Transformative Leadership

Raquel Fong, Arizona State University

In systems of higher education, undergraduate students continuously experience life and academic transitions. These experiences can include one’s initial transition to college from high school, or graduating from college to undergo transition into their professional environment. Specifically, as students approach the end of their college career, they express concerns related to the college-to-career transition post-graduation. Drawing on a socio-ecological framework of transformative leadership, this qualitative action research study focused the program administrator’s use of students’ voices as a data point to support their adaptability while transitioning between academic majors (Mansfield, Welton, & Halx, 2018; Rodela & Bertrand, 2018). In this study, an administrator from one university’s College of Education led the development of a career advising program intended to enhance students’ adaptability through career exploration and decision-making. The study drew on the tradition of participatory action research (Bertrand, 2018) that included data from focus groups, letters, and semi-structured interviews of nine students who changed their academic major from a certificated teacher educational program to educational leadership. Findings suggest students were responsive to leadership and advising practices that focused on their perceived barriers across the college ethos. In effect, the new program initiative created conditions to support positive relationships among those in transition, and fostered new structures and networks for students to collectively and reflexively address personal concerns and intellectual curiosities. Additional findings suggest that a socio-ecological approach to leadership in advising practices can create conditions to support students’ transition and increase their self-concept as future leaders and activists of education (Oakes & Rogers, 2006). Facilitator:

Sharon I Radd, St Catherine University

062. Principles for Principals: Interventions for Equity

UCEA Annual Convention

Paper Session
2:00 to 3:10 pm
Marriott Marquis Houston: Floor 3 - Briargrove B

Participants:

Managing the Message: Principals’ Framing of Anti-Bullying Policy Scott Hurwitz, University of Connecticut; Casey D. Cobb, University of Connecticut; Sarah Woulfin, University of Connecticut

This qualitative case study aims to address the broader issue of state education policy implementation, with a specific focus on anti-bullying policies and laws. I am hoping to add to the growing body of work in organizational theory examining the role policy actors play in the implementation process as they utilize strategic framing. Additionally, this study seeks to provide insight on a critical area of needed investigation: bullying.

Principals’ practices for creating holistic organizational equity systems change for African American student success

Heather L. Roth, University of Wisconsin-Madison

The literature does not address organizational equity systems change and the structures of schools that perpetuate institutional and structural racism. This study addresses these research questions: In schools implementing systems equity work:(a) What systems of school do principals change for African American student success? (b)What effect has equity systems change had on African American students? (c)What barriers remain for African American student engagement and success?

The Development of an Racially and Economically Transformative Suburban District

Heather Nicole Bennett, Pennsylvania School Boards Association

Recent studies show that a majority of minority and low-income populations now reside in suburban metropolitan communities. This study focuses on the demographic development of a racially and economically diverse inner ring suburban school district. More specifically, this study answers the research question: How does housing and school policy function together to impact the racial and economic transformation of an inner ring suburban district in the northeast from 1960 to 2014?

The Rhythmic Application of Data-Driven Educational Decision-making in Socioeconomically and Ethnically Diverse Communities

Alexander W Wiseman, Lehigh University

How does big data drive educational leaders’ decision-making, especially in predominantly low-income or ethnic and linguistic minority communities? Using US school and principal data from PISA 2015, the findings of this research suggest that school-level educational leaders’ decision-making in low resource and high ethnic/linguistic minority schools tends to be more data-driven than data-based. This is significant because data-driven decision-making results from power imbalances in society-at-large, which become increasingly formulaic and less dependent on context.

Facilitator:

Rosa Rivera-McCutchen, Lehman College CUNY

063. Principal Authority in Complex Contexts

UCEA Annual Convention

Paper Session
2:00 to 3:10 pm
Marriott Marquis Houston: Floor 3 - Hunter’s Creek B

Participants:

Managed Discourse: Legitimizing Principal Authority and Agency

Mattias Arellano, Florida Atlantic University; Meredith Mountford, Florida Atlantic University

In deconstructing contemporary educational leadership identity and agency, the researchers concluded that the current conservative era of school reform has posited some high school principals as mid-level managers, with little to no agency, charged with conserving the neoliberal values and interests of federal and state policymakers via a corporatized notion of school leadership.

Navigating Enrollment Decline: Exploring How Changing School Contexts Influence Michigan Rural Principal Leadership

Ian Christopher Kinkley, Michigan State University
University
This paper explores the ways in which rural school leaders perceive population change as both influencing their leadership and interacting with the existing challenges and opportunities in their schools. Interviews of Michigan secondary school principals in rural and town schools that have experienced student enrollment decline and increases in free and reduced-price lunch eligibility are conducted to address the purpose of the study and to illuminate these under-researched issues in rural education.

Recognizing School Leaders as Masters of Complexity: Educating Context Dependent School Leaders for Complex Schools
Shelby A. Cosner, University of Illinois at Chicago

In this paper we aim to examine how context dependency and complexity is relevant for research based understandings of successful school leadership with practical intent, and how such an understanding can inform the education or professional development of successful school leaders. By using a social imaginaries approach combined with Wenger’s theory of learning, examining activities and assignments within a professional development course for principals, we identify patterns of principal’s behavior, and specifically Masters of Complexity.

Reflecting on the Intent and Impact of Developing Equity-Oriented School Leaders: A Dual Narrative Approach
Erin Anwood, Texas Christian University; Trevon R Jones, Texas Christian University

Educational leadership programs are expected to prepare aspiring principals for the challenges of equity that face the public education system across the United States (Crow & Whitman, 2016; Furman, 2012). In this study, we seek to explore the intent and impact of the course from the viewpoint of the professor and a student in a required course focused on equity in education through the construction of dual narratives.

Facilitator: Shelby A. Cosner, University of Illinois at Chicago

064. Seeing the Entire Landscape: Preparing Principals for a Range of Demands
UCEA Annual Convention
Paper Session
2:00 to 3:10 pm
Marriott Marquis Houston: Floor 3 - Kingwood A

Participants:
Collaborative Principal-School Counselor Education: National Standards Alignment to Improve Training Between School Counselors and Administrators
Marilyn Quick, Ball State University; Lori Boyland, Ball State University; Rachel Louise Geesa, Ball State University; Kendra Lowery, Ball State University; Renae Danielle Mayes, Ball State University; Jungnam Kim, Boise State University

Effective relationships between school counselors and administrators are imperative in promoting equitable educational opportunity for all children. Our purpose was to align standards and competencies from the American School Counselor Association (ASCA) and the National Educational Leadership Preparation (NELP) to develop units of study that develop partnerships between school counselors and principals. This project outlines standards-aligned curricular units for principal and school counselor preparation programs in higher education that promote collaboration toward P-12 student success.

Fostering a Culture of Innovation with One-To-One Laptops: Implications for Educational Leadership Programs
Miguel Gonzales, University of Nevada Las Vegas

Research has confirmed the overall positive effects of one-to-one laptops with student achievement. Yet, there is minimal research which examines the experience of school leaders in leading and implementing a one-to-one laptop initiative. This case study examines the role and responsibilities of school leaders who lead one-to-one schools. Findings show school leaders provided a vision, modeled learning, observed more student-centered instruction, and experienced a paradigm shift regarding one-to-one laptop instruction, learning, and evaluation.

Leadership Preparation with Critical Disability and Dis/Crit Analysis at the Fore
Joshua Bornstein, Fairleigh Dickinson; Holly Manuveri, University of Rochester

As instructors of educational leadership, the authors sought to disrupt ableist thinking among our candidates. Analysis of placement data for students with disabilities in two states and state Department of Education documents contextualized our analysis of critical teaching incidents in leadership preparation programs. We critique systematic ableism and racism as they segregate students with disabilities. We offer suggestions to prepare leaders with Disability Studies (DS) and Dis/Crit frameworks to disrupt these practices.

Principal Leadership and Preparation: A Missing Component and Its Impact on Early Elementary Grades
Megan Marie Hallissey, Columbus State University

Given the minimal experience most principals have in early childhood pedagogy, how are expectations constructed for early elementary grades? Do they align with research on child development practices? This exploratory, qualitative multiple-site case study examined principals’ expectations and how these constructs impact leadership decisions. Data collection included different school configurations, consisted of multiple data sources, and the framework for thematic analysis utilized the guidelines of Developmentally Appropriate Practices and the Professional Standards of Educational Leaders.

Facilitator: Janie Clark Lindle, Clemson University

065. Using Personal Narrative to Foster a Culturally Responsive Ecological Learning System
UCEA Annual Convention
Innovative Session / Mini-Workshop
2:00 to 3:10 pm
Marriott Marquis Houston: Floor 3 - Kingwood B

The presenters’ research explores how storytelling can be employed as a teaching, learning, and leading method to create culturally responsive ecological learning systems and support positive re-framing of experiences for personal and professional growth. Much like the methods the presenters employed in their research about storytelling, this innovative format/mini-session will explore the experience of narrative andragogy through the words of the participants themselves.

Facilitators:
Ann Marie Cotman Hicks, Texas State University
Barry Aidman, Texas State University
Michael Perkins, Texas State University

066. Mentoring Session for Faculty Seeking Promotion and Tenure
UCEA Annual Convention
Special Session
2:00 to 3:10 pm
Marriott Marquis Houston: Floor 3 - Meyerland A

This session provides assistant and associate professors with access to the cultural and social capital of professors with vast experience in the promotion and tenure process. Many of these participants have received UCEA Awards (Jay Scribner Mentoring, Jack Culbertson, Master Professor) and/or held leadership roles in the organization. This session will utilize an interactive “speed dating” format so that attendees have the...
opportunity to informally dialogue with each of the participating professors in small groups.

Facilitators:
- Bruce Barnett, University of Texas at San Antonio
- Monica Byrne-Jimenez, Indiana University

Participants:
- Noelle Witherspoon Arnold, Ohio State University
- Judy Alston, Ashland University
- Leonard C. Burrello, University of South Florida
- Colleen A. Capper, University of Wisconsin-Madison
- Maria Luisa Gonzalez, Professor Emerita
- Mark Anthony Gooden, Teachers College, Columbia University
- Francisco Guajardo, University of Texas Rio Grande Valley
- Miguel Angel Guajardo, Texas State University
- James W. Koschoreck, Texas State University
- Gerardo R. Lopez, University of Utah
- Hollie Mackey, University of Oklahoma
- Martha N. Ovando, University of Texas - Austin
- Diana G Pounder, University of Utah
- James Joseph "Jim" Scheurich, Indiana University
- Joan Poliner Shapiro, Temple University
- Paula Myrick Short, University of Houston
- Terah Talei Venzant Chambers, Michigan State University
- Julian Vasquez Heilig, California State University Sacramento
- Anjale Welton, University of Illinois at Urbana-Champaign

067. Lessons Learned From the University Principal Preparation Initiative (UPPI): A Wallace Foundation Sponsored Session

UCEA Annual Convention
Special Session
2:00 to 3:10 pm
Marriott Marquis Houston: Floor 3 - Meyerland B
Over the last two years, seven universities from seven different states have been working with district partners to significantly redesign their principal preparation programs. In this session, representatives from four of the UPPI programs and their district partners will share key lessons learned through their partnership redesign work and advice for others who interested in engaging in similar work.

Presenters:
- Tim Drake, North Carolina State University
- Sylvia M Anthony McGeechey, North Carolina State University
- Robert N. Corley III, Virginia State University
- Marguerita K DeSander, Western Kentucky University
- Rob Clayton, N/A
- Daniel Reyes-Guerra, Florida Atlantic University

Facilitator:
- Karen L Sanzo, Old Dominion University

068. We’re talking about a revolution: Re-evaluating the role of school finance and economics in leadership preparation

UCEA Annual Convention
Critical Conversations and Networking Sessions
2:00 to 3:10 pm
Marriott Marquis Houston: Floor 3 - River Oaks A
There is a marked neglect of ideas from fiscal scholars in the profession’s discourse. Yet school finance scholars can add to how we consider equity and social justice in the preparation and development of educational leaders. This critical conversation session will include a panel of participants who will facilitate and guide the session. We expect lively discussion on what social justice looks like in the interplay between school finance and leadership.

Facilitators:
- Nicola A. Alexander, University of Minnesota


UCEA Annual Convention
Critical Conversations and Networking Sessions
2:00 to 3:10 pm
Marriott Marquis Houston: Floor 3 - River Oaks B
This year’s conference theme and call for proposals contained the sort of educational-leadership-field rhetoric the author of of a recent Chronicle of Higher Education article, “How Ed Schools Became a Menace,” railed against. After reviewing the author’s claims through a staged reading of key excerpts from the article, a “panel of provocateurs” and audience members will engage in a critical conversation about the accuracy of the article’s claims and how to respond to them.

Facilitator:
- Robert Donmoyer, University of San Diego

Participants:
- Emily Baustista, Loyola Marymount University
- Briseida Elenes, University of San Diego
- Kortney Hernandez, Loyola Marymount University
- Martha McCarthy, Loyola Marymount University
- Edgar Manuel Torres, University of Texas - Austin

070. Re/imagining Black Female Leadership: Interrogating Conceptual Frameworks That Challenge Dominant Narratives

UCEA Annual Convention
Symposium
2:00 to 3:10 pm
Marriott Marquis Houston: Floor 3 - River Oaks C
This interactive symposium incorporates four papers that center the lived experiences of Black female leadership in the US and UK in light of critical frameworks that challenge dominant leadership narratives. In particular we consider how theoretical frameworks such as Black Feminist Thought and Praxis; Black British Feminism; Critical Race Theory; Anti Blackness; and Intersectionality serve as ways to understand as well as disrupt taken for granted institutional practices that privilege Whiteness and negate Blackness.

Participants:
- Spiriting Educational Justice in Detroit: The Leadership of African American Mothers Mobilizing for Increased School Access, Equity and Local Control Camille M. Wilson, University of Michigan; Dana Nickson, University of Michigan; Kimberly Charis Ransom, University of Michigan
- In this paper, we draw on our three-year, case study of community organizers who mobilize to increase school access, equity, and local control in Detroit. The organizers do so as members of a dynamic, multiracial and intergenerational community-based organization (CBO). Over 200 hours of interview, observation, and artifact data suggest the leadership of African American mother organizers is instrumental to the CBO’s citywide influence. These women have assumed key roles in galvanizing momentum, recruiting, socializing, and sustaining members, cultivating social capital, and guiding effective campaigns. They contribute historical and experiential knowledge, spiritual grounding, plus practical labor. Literature on educational activism (Wilson & Johnson, 2015), leadership (Welton & Freelon, 2018), and community organizing (Gutiérrez & Lewis, 2012) help us frame the organizational and political value of their leadership. Additionally, we highlight three, individual cases and suggest how school and district leaders can effectively partner with mother-activist-organizers to systematically improve urban schools.
Black Female School Principals: The Significance of Spirituality  
Kofi Lomotey, Western Carolina University
A number of studies in the past 40 years have emphasized the significance of spirituality for school leaders, particularly black school leaders. Research on black female principals dates back only 20 years. Twelve of the 51 studies that I have reviewed on these women leaders (most of which appeared in dissertations) focus -- at least in part -- on the importance of spirituality in their lives. Seven of the studies employ a Black feminist epistemology; three use Critical Race Theory (see, e.g., Aldaco, 2016; Bagwell, 2016; Bloom, 2003; Carter, 2013). In this critical literature review, I look at the discussions of spirituality within these studies and (1) consider the significance of spirituality for the leadership of black women principals and (2) ponder the interplay between Black feminist theory and Critical Race Theory. Implications for practice and research are considered.

Lessons Learned from My Mothers’ Gardens: Anti-Black Female School Principals: The Significance of Whiteness, and Liberatory School Leadership  
Terri Nicol Watson, The City College of New York (CUNY)
This paper offers a theorization of Black Feminist Theory and Praxis to identify and explain the self-efficacy of six Black girls in a large urban high school (Watson, 2016). For too many Black girls, schools are sites of suffering and the function of schooling serves to silence, marginalize, and ultimately dismiss them (Dumas, 2010). Despite this reality, Black girls persist and are able to utilize their ‘Blackness’ as a source of sustenance. This paper outlines the ways in which Black Feminist Theory and Praxis (Collins, 2000) in schooling is essential in addressing the opportunity gaps and disparate school policies that serve to hinder the educational outcomes and life chances of all children. Implications for liberatory leadership practices that support children, especially Black girls, will be proffered.

“Making a Way Out of No Way”: Portraits of Pioneer Black Women Head Teachers in the UK  
Lauri Johnson, Boston College
This paper examines the lives and leadership practices of three Black women “firsts”—Yvonne Conolly (London, 1969), Gertrude Paul (Leeds, 1973), and Betty Campbell (Cardiff, 1973)—who were pioneer women head teachers in the UK in the 1960s and 1970s. I use Black British Feminism (Ali, Mirza, Phoenix, & Ringrose, 2010) and intersectionality (Brah & Phoenix, 2004) as theoretical frameworks to interrogate how these school leaders navigated their roles as “outsiders within” (Collins, 1986) the educational establishment and successfully advocated for the opportunities and life chances of African Caribbean and immigrant students and their families in an often hostile educational environment (Johnson, 2017). The paper also considers how their careers as Black women leaders in predominately White local authorities were influenced by interest convergence (Bell, 1980) and the White gaze of the British media.

Vonzell Agosto, University of South Florida

071. Observing Leader Impact  
UCEA Annual Convention
Paper Session  
2:00 to 3:10 pm
Marriott Marquis Houston: Floor 3 - Sugarland A
Participants:
Building Leadership Capacity for Evidence-Based School Development in Underperforming Arizona and South Carolina Schools  
Rose Ylimaki, University of South Carolina; Lynnette Brunderman, University of Arizona; Henry Tran, University of South Carolina; Peter Moyi, University of South Carolina; Sacy Hardie, University of South Carolina; Jingtong Dou, University of South Carolina
In recent years, federal and state policies have called for education practice to become more ‘evidence-based’. This paper features promising results from one such ongoing project aimed at developing a university-community research partnership whereby research evidence is used as a source of reflection for school development aimed at equitable and high student outcomes and democratic education.

Revolution Requires Change: Using Longitudinal Qualitative Research to Examine Change Over Time  
Mary Lynne Derrington, University of Tennessee at Knoxville; Jacob Andres Kamer, University of Tennessee, Knoxville
In this paper, we explore a critical but underused method for examining change and inequality over time: longitudinal qualitative research. While the argument is made for the use of longitudinal qualitative methodologies in educational leadership and scholarship, this paper also highlights some of the challenges associated with such studies. Additionally, a description of exemplary theoretical frameworks is provided to guide educational practitioners and researchers as they consider using this method.

The Willow and the Oak: Leadership Approaches Using Improvement Science and Experimental Science  
Kimberly Jansen, Michigan State University
Even when implementing the same district turnaround framework, the Blueprint, district and school leaders bring their own orientations toward the change process. This paper examines leaders’ orientations toward change based on the experimental science and improvement science paradigm toward scaling up an educational practice (Lewis, 2015). These differing orientations toward change impacted not only the design and implementation processes of the Blueprint into their schools, but also their teachers’ perceptions of the Blueprint.

Turning the tide on professional standards: Data-informed school leadership and practice  
Amy Farley, University of Cincinnati; Joshua Childs, University of Texas - Austin
In this paper, we examine the shifting expectations in the revised leadership standards with regard to data use and accountability. Relying on qualitative content analyses, we examined perceptions of data in professional decision-making and practice, noting in particular changes in the two most recent standards documents (i.e., PSEL and NELP). We considered shifts in the prioritization of accountability and continuous improvement and the ways the standards address the connections between data/accountability reform and educational equity.

Facilitator:  
Daniel D. Spikes, Iowa State University

072. Teacher Retention Amid Shortage and Scarcity  
UCEA Annual Convention
Paper Session  
2:00 to 3:10 pm
Marriott Marquis Houston: Floor 3 - Sugarland A
Participants:
Exploring Principals’ Hiring Practices in Teacher Shortage Environments  
Andreene Castro, University of Texas - Austin
In states with severe teacher shortages, states have implemented supply-side policies that change teacher entry requirements by loosening or deregulating standards for certification. This study draws from concepts in policy sociology and uses an embedded, single case design to examine how supply-side policies inform various demand-side responses such as teacher hiring, placement, and support. As states address nationwide teacher shortages, findings will contribute to research and policy on teacher labor markets and principals’ practice.

Exploring School Leaders Role in Retaining Black Teachers
Participants: leading education create equitable schools to Research, and Practice, the session features three research investigations

Revolutionizing the Future Through Equitable Educational Leadership, the world manifest equity

Marriott Marquis Houston: Hunter's Creek A
3:20 to 4:30 pm

The Intersection of Women’s Narratives and Educational Leadership matters: A study of teacher turnover and retention in significant challenges to this unitary perspective have been relearning of her own understanding of leadership. Other still hold on to her identity. This prompted further learning and one English investigator's experience and prompted the current inadequacy of many leadership perspectives, urging a move from (North American) Westernized, white male

Much has been investigated about corporate leaders and what practices perceptions of their evaluation and control over their teaching practices are predictors for movers, while negative perceptions of their evaluation and control over their teaching practices are predictors for leavers.

Predicting Teacher Mobility with Their Perceptions of School Leadership and Organizational Factors Bryan J Duarte, University of Texas at San Antonio; Guan Saw, Michigan State University

This study builds extends previous work by examining the relationships between teacher mobility and three major dimensions of school organizational conditions—administrative leadership, teacher autonomy, and accountability policies, with the 2011-12 Schools and Staffing Survey (SASS) and 2012-13 Teacher Follow-up Survey (TFS). The findings indicate that teacher's negative perceptions of leadership and control over their teaching practices are predictors for movers, while negative perceptions of their evaluation and control over their teaching practices are predictors for leavers.

073. Equitable Educational Leadership for Women in England, Ireland, and Rwanda
UCEA Annual Convention
International Community Building Session
3:20 to 4:30 pm
Marriott Marquis Houston: Hunter's Creek A
This international community-building symposium will provide new insights into the means by which women in educational leadership across the world manifest equity-oriented leadership to achieve a more socially-just society. Addressing the conference theme, Our Mission Critical: Revolutionizing the Future Through Equitable Educational Leadership, Research, and Practice, the session features three research investigations from England, Ireland, and Rwanda. Presenters explore how women leading education create equitable schools that are inclusive and humane.

Participants:
The Intersection of Women’s Narratives and Educational Leadership victoria showummi, UCL IOE

Much has been investigated about corporate leaders and what defines them as “successful” or “effective.” Current leadership models, though, are usually devised within a homogeneous, (North American) Westernized, white male-oriented paradigm (Lumby with Coleman, 2007). Theorists have noted the inadequacy of many leadership perspectives, urging a move from colonial models of managing othersness, to incorporate minority ethnic voices (Lopez, 2003; Osler, 2008). This is informed from one English investigator’s experience and prompted the current research which explores identity and leadership. It was essential that as a person of color, the investigator was able to lead and yet still hold on to her identity. This prompted further learning and relearning of her own understanding of leadership. Other significant challenges to this unitary perspective have been introduced in the real world. These changes have implications for current discourse in leadership theory and practice such as authentic leadership (Goffee and Jones 2005), distributed leadership (Diamond 2007) and aesthetic approach (Hansen et. al. 2005). For instance, what are the implications of authenticity for non-leading leaders such as Black, Asian and Minority Ethnic (BAME) individuals? What are the implications for shared leadership in the context of power dynamics inherent in cross-identity group relationships? With increasing globalization, cultural and ethnic diversity, new leadership models ought to draw upon a wider notion of leadership, potentially encompassing a wider range of leadership styles from different societies and cultures. This paper examines these questions through the interrogation of women’s narratives and its impact on educational leadership.

Crossing the Bridge: Female Teachers Experience of the Route to Principalship in Ireland Mary Cunneen, University College Dublin

Despite their numerical advantage within the teaching ranks and their successful leadership of teachers at middle management level, there is a dearth of female school leaders across many countries. The proliferation of women in post-primary teaching in the Republic of Ireland contrasts sharply with the limited numbers who inhabit the position of principal. This has implications not only for the women themselves and for the advancement of their careers, but also for those being taught irrespective of gender. Career paths are often diverse, accommodating idiosyncratic circumstances that dictate paths chosen or rejected at different junctures throughout the teacher's professional life. Women are more likely than their male counterparts to experience disrupted careers as they manage both private and public spheres, negotiate both their personal and professional lives so as to accommodate duties within both. This exploration, a part of a larger study on women and the principalship, presents the results from a selection of female teachers who aspire to the position of post-primary principal. It examines their perspectives of the perceived obstacles and perceived enablers that have characterized their career paths to date. The Catholic Church in the Republic of Ireland has a long history of school provision, the patriarchal legacy of which remains today and contributes in part to the pervasiveness of a gendered culture. Such a culture supports inequality, both in the workplace where it harbors masculine systems of practice and the home which is equipped with feminine systems of labor. Crossing the bridge to leadership is more problematic for women than for men as the hurdles are more numerous and often present with greater frequency.

Women in Higher Education Leadership in Rwanda: Progress, Success, and Challenges Elizabeth C. Reilly, Loyola Marymount University

With growing socio-political stability in Rwanda for the past two decades following a state-orchestrated genocide, a body of empirical research has emerged in numerous disciplines within the social sciences and natural sciences. While women have made positive strides in public service positions, where they represent over 65% of elected members of Parliament, little is documented about women’s impact in leadership in the education sector. A comprehensive review of the literature, however, reveals that no studies have been published that address the role of women in educational leadership in Rwandan higher education. The purpose of this investigation was to begin to remedy the lack of empirical data related to Rwandan women in educational leadership by providing insight into their status. By interviewing both men and women who were qualified to provide observations into women’s status, a portrait of their progress, successes, and challenges has begun to emerge from their past and present experiences, as well as from their hopes for the future. Analysis of documents and interviews with 15 individuals
indicate that progress of women in educational leadership is limited. Several issues impede women’s progress. Four of the many include women’s smaller acceptance rate into higher education as undergraduates; the country’s lack of Ph.D. programs, thereby forcing women to leave the country in order to obtain the terminal degree; disproportional service expectations placed on women academics as compared to men that affect scholarly output; and society’s expectation for women’s responsibilities as wives and mothers regardless of career responsibilities or status. To remedy these findings, further investigation can shed light on the reasons for low acceptance of women into the university; may lead to development of a strategic plan to address the lack of opportunities for students to enter graduate level education leading to the Ph.D.; and may address broader national policies that support women academics such as attention to child care and mentoring for promotion.

074. Visualizing How Relationships Illuminate Processes and Interactions

UCEA Annual Convention

Paper Session

3:20 to 4:30 pm

Marriott Marquis Houston: Floor 3 - Briargrove A

Participants:

A Social Network Analysis of First-Year Teachers: Belief Formation & Change Kate Rollert French, Wayne State University; Christopher Lee, Oakland Schools; Andrea Zellner, Oakland Schools

Drawing on literature around the first-year experiences of new teachers—including their unique vulnerability for emotional turbulence and influence from others—this paper examines the structure of first-year teacher personal networks and how these networks impact first-year teacher beliefs. We also address factors that contribute to the formation of first-year teacher personal networks and how members of this network are added, displaced, or excluded.

A Social Network Analysis of Supports Provided In Mentoring Programs Tania Marie-Cecile Benoit, Oklahoma State University; Katherine Curry, Oklahoma State University

This study seeks to examine supports provided to novice teachers in mentoring programs. Data was collected and analyzed through the social network theory lens. Study participants were teachers, from two elementary schools in a large urban school district in the mid-west, and their district-based mentors. Data indicated that while teachers depended primarily on their building relationships, their mentors complemented that support and were perceived as coaches, confidants, and friends.

A Social Network Approach to Diffusion of Educational Technology Integration in the Early Childhood Grades Jackie Mania-Singer, Oklahoma State University; Dawn Pearce, Oklahoma State University; Jessica A Noonan, Oklahoma State University; Karie Carpenter, Oklahoma State University

In this study, the underlying social network of a rural PK-8 school district was explored to better understand the diffusion of a one-to-one technology initiative at the PK level. This qualitative case study drew from interviews, observations, and document review, as well as social network analysis survey methods. The findings reveal the influence of leadership and social networks on the adoption and spread of ideas.

Social Network Analysis and At-Risk Student/Teacher Interactions Kimberly A. Levin, Lehigh University; Robert Steckel, Lehigh University; Tracy Davis, Lehigh University; Craig Hochbein, Lehigh University; Jihyun Kim, Michigan State University

Through the creation of sociograms, practitioners can utilize Social Network Analysis to visualize teacher interactions with at-risk students at the classroom level. These visual representations may allow practitioners to identify trends in order to make more informed decisions about curricular and human resources. This would allow at-risk students to have more equitable access to teachers who could provide them with the best chance at graduating.

Facilitator:

Joshua Childs, University of Texas - Austin

075. University/Practitioner Research Collaboration in an Ed.D. Program for District Level Leadership

UCEA Annual Convention

Innovative Session / Mini-Workshop

3:20 to 4:30 pm

Marriott Marquis Houston: Floor 3 - Briargrove A

This innovative session showcases how Ed.D. programs for practicing school administrators can build productive research-practice partnerships. We provide an overview describing essential components of productive collaboration. Participants then engage with 14 current educational leaders to learn about their CPED-influenced research projects. These examples will be displayed as a poster session, with participants circulating. The session concludes with a facilitated dialogue about how to strengthen university/practitioner research as an essential element of leadership preparation.

Participants:

Case Study #1: How Central Office Administrators Organize Their Work in Support of Marginalized Students Hugh Galligan, Norwood Public Schools; Kathleen Smith, Newton Public Schools

As US public schools serve increasing diversity and districts face pressure to improve their performance, district leaders must think strategically about how to organize their work to support historically marginalized populations. The series of individual studies within this project addressed the question: How do central office administrators organize their work in support of traditionally marginalized student populations? Through interviews and observations with district leaders within one turnaround district, the team explored four aspects of central office administrator practice through distinct research lenses. Individual studies examined: administrators’ collaboration practices; the role of communication and language use; policy interpretation and implementation; and central office administrators’ social networks.

Case Study #2: The Role of Educational Leadership in Social-Emotional Learning Initiatives Michael Caira, Ashland Public Schools; Sarah Hardy, Stoneham Public Schools; Donna McGarrigle, Pembroke Public Schools; Deborah Langlois, Lawrence Public Schools

Social-emotional learning (SEL) initiatives have become increasingly common in schools as ways to help students’ regulation of emotion, application of empathy, and problem-solving. Nonetheless, the field fails to provide leaders with specific guidance regarding how best to support SEL initiatives. Accordingly, this set of case studies drew upon interviews and documents to examine leadership for SEL through a variety of lenses: distributed leadership and counseling staff; teacher self-efficacy and professional development; leadership for positive classroom environments; and district-wide sensemaking.

Case Study # 3: How Educators of Color Experience Racial Disproportionality in the Educator Pipeline and Schools Joan Woodward, Falmouth Public Schools; Donna Guzzi, Newton Public Schools; Roderick MacNeal Jr., Arlington Public Schools; Nancy Taylor, Boston College

The purpose of this group study, through the theoretical framework of Critical Race Theory (Capper, 2015; Ladson-
Billings, 1998), was to capture the perceptions and counternarratives of educators of color related to their preservice programs, recruitment and hiring, student discipline, their racial and ethnic identity and its impact on their work with students, evaluation processes, and job satisfaction. Data sources included a job satisfaction survey, the Multigroup Ethnic Identity Measure (MEIM) protocol (Phinney, 1998) completed by 24 educators of Color, and 28 semi-structured interviews with district level administrators, building level administrators, teachers, and counselors.

Case Study #4: The Role of Central Office Leaders in Supporting Principals Julia Carlson, Fall River Public Schools; Barish Icem, Pioneer Charter School of Science; Sue Charochak, Beverly Public Schools Recent research on school improvement has largely focused on leadership styles and the responsibilities of principals and faculty. Less is known about the role of and interactions between central office leaders and principals, particularly in the context of turnaround districts. This study sought to understand how central office leaders support principals as instructional leaders in this context. We examined five key turnaround components: autonomy and accountability, human capital, learning time, instructional expectations, and data use. Using Hong’s (2008) conceptual framework of assistance relationships, our study focused on central office leaders’ influence on principals’ instructional leadership in a turnaround district.

Case Study #5: Leadership Practices that Affect Student Achievement Nicole Gittens, Brookline Public Schools This qualitative case study analyzed a positive deviant—an urban school that was performing much better in terms of student achievement than other schools in its high needs urban district. The conceptual framework for the study was based on Hitt and Tucker’s (2016) Unified Framework for effective leadership which includes five elements: establishing and conveying the vision; building professional capacity; creating a supportive environment for learning; facilitating a high quality learning experience; and connecting with external partners. Findings indicated the high performing school had established a culture of accountability, collaboration as part of professional practice, high expectations for students and staff, and shared beliefs. However, both the school and district leaders adopted a color blind approach and there was little evidence that ethnic and racial diversity was addressed in an assets-based way.

Facilitators:
Vincent Cho, Boston College
Rebecca Lowenhaupt, Boston College
Martin Scanlan, Boston College
Lauri Johnson, Boston College
Kris Taylor, Massachusetts Department of Elementary and Secondary Education
Participant:
Christina Palmer, Philips Exeter Academy

076. UCEA Film Festival I
UCEA Annual Convention
UCEA Film Festival
3:20 to 4:30 pm
Marriott Marquis Houston; Floor 2 - Houston 4
Come join us as we watch these thought-provoking, 5-minute films. Sessions include Q&A with the filmmakers. Host: Sara Dexter, University of Virginia/UCEA

077. Revolutionizing the Future through Teacher Recruitment, Retention, and Attrition
UCEA Annual Convention
Paper Session
3:20 to 4:30 pm
Marriott Marquis Houston: Floor 3 - Hunter’s Creek B
Participants:
Exploring How to Mitigate the Early Career Minority Teacher Shortage Through Teacher Leadership: Achieving Equity Tamilah Richardson, The George Washington University Minority teachers positively impact minority student achievement, yet these teachers account for the highest percentage teacher attrition rates. The primary reasons for their premature departures are a lack of autonomy relating to classroom instruction; exclusion from the school-wide decision-making process; and school culture. The proposed, mixed-methods study seeks to fill the gap in knowledge on the benefits of early career teacher leadership development for minority teachers and its potential impact on teacher attrition rates.

Beginning Teacher Attrition in Texas by Route to Certification Hajime Mitani, Rowan University; Ed Fuller, Pennsylvania State University; Liz Hollingworth, University of Iowa Research over the past decades has identified teacher attrition as the primary cause of the shortage of teachers. It has deleterious effects on organizational effectiveness and student outcomes and has serious negative fiscal implications for districts. This study examines teacher attrition in Texas public schools for seven cohorts of beginning teachers by preparation program type and route to certification. We find beginning teachers from alternative certification programs have substantially greater odds of leaving the profession.

Our Soul Salvation: Increasing the Presence of Black Women Teachers in Public Schools Darrius A Stanley, Western Carolina University The purpose of this paper is to explore the structural, organizational and leadership practices that have historically marginalized Black women teachers. Utilizing Critical Race and Critical Race Feminism, this paper conceptualizes the failure to retain Black women teachers as structural marginalization and the inattention to the intersectional needs of Black women. Together it expands our understanding of Black women teacher turnover and offers recommendations for leaders and policy makers.

Revolving Doors: An Examination of Hard to Staff Schools in 26 Countries Stephen Kotok, St. Johns University This study provides an international examination of hard to staff schools and how they are related to student-level outcomes. Utilizing Trends in Mathematics and Science Study (TIMSS, 2015), the most recent nationally representative data on 8th grade students, we examine the relationship between attendance at a hard to staff school with math achievement as well as attitudes towards math learning. Descriptive and inferential statistics are conducted for 26 countries including the U.S.

Facilitator:
Darrius A Stanley, Western Carolina University

078. Centering the Unheard in School Choice: Toward Intersectionality of Race, Class, and Gender for Solidarity
UCEA Annual Convention
Symposium
3:20 to 4:30 pm
Marriott Marquis Houston: Floor 3 - Kingwood A
In this symposium, we argue that, for school choice reform to progress toward equitable solutions, we must center unheard voices of Black and Latinx families and families living in poverty. The papers illuminate the intersectional conflicts and consequences some individuals contend with in their pursuit to choose what is right for their children. An asset-based framework that centers communities is necessary for educational leaders, stakeholders, and reformers of school choice policy to coalesce into solidarity.

Participants:
Rage Against the (De)Segregation Machine: Community Activism and the Fight for School Choice Kevin Winn, Arizona State University

This study examines segregation in a mid-sized city in the Midwest that has undergone two desegregation court cases. After the second lawsuit, the district was placed under court-ordered desegregation and adopted a system of controlled choice, which racially balanced the schools. After resistance from white parents, the district returned to neighborhood zoning and schools have segregated to levels similar to those prior to litigation (Curry, 2017). This qualitative study utilizing ethnographic methods explores how community activist groups with goals to improve the city and its education system address issues of school segregation and its relationship with school choice. By using Bourdieu’s four forms of capital (economic, social, cultural, and symbolic) Bourdieu & Wacquant, (1992) and CRT, I show how school choice policies and issues surrounding segregation are viewed by local community members.


The counter-narratives from this ethnographic study using CRT as a framework expose a deep seeded intersectional reality involving K-12 school selection among Black families in the Midwest. Expanding empirical research with similar patterns and complexities within the school choice process among Black mothers (Cooper, 2005, 2017), 16 sets of families were interviewed regarding their school choice and families expressed race and racism as a vital consideration in their process. Overall families prepared and attempted to protect their children from it based primarily upon gendered racism. Preparedness and protection was activated via their cultural community capital (Yosso, 2006). Findings broaden our understanding of school choice and family engagement, and expand the concept of racial protectionism (Mazama & Lundy, 2012). Thus, the author introduces the concept of familial racial fortressing.

School Choice and a Mother’s Narrative: “…About Being In-Between, Like Growing Up on the Border” Amanda U. Potterton, University of Kentucky

Opportunity inequities are at the height of the ongoing debate for both school choice advocates and critics (see, for example, Orfield & Frankenberg, 2013; Wolf & Jacob, 2012). Whilst some interpret the research as favorable towards school choice policies because they provide families with options out of residential assignments in neighborhood public schools, others argue that provisions such as open enrollment, charter schools, and vouchers are counterproductive and further stratify students based on race, ethnicity, and class. The entire state of Arizona is home to one of the longest standing market-based school choice systems in the United States, and policies allow both inter- and intra-district open enrollment for all students. Using narrative analysis, I share one mother’s story of her experiences as a young child growing up on the border between Mexico and Arizona, and now as a parent making choices for her children’s schooling. Violeta describes herself as “Hispanic, Mexican,” and during a semi-structured interview, she revealed struggles with making personal choices that seem contradictory to her public beliefs and actions. She described Anzaldua’s (1987) explanation of life in the borderlands, comparing this to her school choice experiences and parenting, by highlighting physical and culturally symbolic territories of life in the borderlands.

Through a Black Activist Mothering Lens: Equity, Leadership, and the Politics of School Choice Jacqueline Roebeck Sakho, Lewis & Clark College

I am examining how program faculty are preparing aspiring principals to deconstruct issues of inequity, including the intersection of race, gender, and school choice. This discussion is informed by a program self-study of a Licensure Program at a Liberal Arts College in the Pacific Northwest for teacher leaders and others aspiring to the principalship. The study examines the preparation of aspiring principals’ ability to enact activist activities and other equitable leadership competencies needed to be in solidarity with the school’s neighborhood community (Katsarou, Picower, & Stovall, 2010; Khalifa, 2012). There are two key components being examined. First, I am measuring the equitable impact of intentionally structuring syllabi with activist activities. Second, I am methodologically analyzing student feedback, course outcomes, and the learning of the instructor of record who also served as Program Director. The findings are comprised of (a) course re-design framework; (b) a narrative analysis of student feedback and; (c) a counter-narrative report of my learning as the instructor of record and Program Director through a Black Activist Mothering lens (McDonald, 1997; Author, 2017).

Facilitators: Jada Phelps-Moultrie, Portland State University Amanda U. Potterton, University of Kentucky

079. From Presence to Voice, Advocacy and Equity
UCEA Annual Convention
Ignite Session
3:20 to 4:30 pm
Marriott Marquis Houston: Floor 3 - Kingwood B
Participants:
Learning to act like a teacher: How preservice teachers anticipate the expectations of their future administrators Christy Suzanne Galletta Horner, Bowling Green State University; Kristina LaVenia, Bowling Green State University; Meg Vostal, Bowling Green State University; Oluwatobi Taiwo Ishola, Bowling Green State University
Preservice teachers entering the field are undoubtedly aware of the highly publicized challenges associated with teaching. One of the job functions teachers must perform on a daily basis is emotional labor (EL), or the purposeful expression, suppression, and modification of their emotions in response to workplace expectations and in pursuit of specific organizational goals (Hargreaves, 2000; Hochschild, 1983). This study seeks to understand preservice teachers’ first experiences with emotional labor.

Strategies to Raise Voices of Teachers and Students Amie Cieminski, University of Northern Colorado
Today’s principals must be able to lead professional learning to meet the needs of teachers so that high quality instruction is in place in every classroom. This Ignite session will provide strategies or protocols that promote dialogue and understanding of ideas in safe and supportive learning communities. These strategies can be used by leaders to raise the voices of teachers and by teachers to raise the voices of students to promote learning for all.

Voices of the Unheard: Black Girls and the School Discipline Gap Alexis Patrice Little, N/A
For over three decades, national school discipline records have shown that Black girls are one of the most overrepresented groups receiving out-of-school punishments. Despite this fact, research and policy efforts focusing solely on Black girls has only recently started gaining wider support. This session will center Black girls and their educational experiences under zero tolerance and exclusionary punishments in public schools.

Challenging Dominant Student Voice Narratives: Creating Meaningful Alliances with Youth with Dis/abilities-What Say They? Barbara L. Pazy, University of North Texas
This session challenges the innate privilege of traditional student voice initiatives and calls for the formation of equitable alliances...
with SWD who can share their expertise so sustainable change might be realized. Results of a study conducted at two turnaround high schools to understand what youth with dis/abilities, as a community of learners, say they want to learn in today’s classrooms. A social justice leadership orientation honoring the voices of youth with dis/abilities is advanced.

**Student Voice and Agency: Paths to Equity**
Lu Young, University of Kentucky; Justin M Bathon, University of Kentucky

Student-centered learning emphasizes the perspective of learners in the design and delivery of learning. American schools, as they confront glaring inequities in student outcomes, are demonstrating increased urgency to amplify student voices and engage students at all levels as true partners. How might school leaders harness the energy of student voice, choice, and advocacy to engage ALL students in deeper, more personalized learning, empowering them as agents of their own learning?

**Teacher presence, teacher voice, teacher leadership: Images and narration of a ‘teacher walkout’ depicting advocacy.**
Kathrine Gutierrez, University of Oklahoma; Ivana Annette Beatty, University of Oklahoma; Kara Walk, University of Oklahoma

The purpose of this Ignite session is to illuminate the significance of a recent teacher walkout through vivid images capturing the constructs of teacher presence, teacher voice in advocating for the important role of teachers in schools and the larger community. Narration and discussion will further connect the constructs of the images to the critical work of teachers in schools and community.

**Accuracy and bias: A critical conversation concerning principal accuracy in observations of teaching performance.**
Tom Hairston, University of Missouri; Kurtis Jensen, University of Missouri

Teacher evaluation has grown over the past decade as a way to improve teaching performance. A large part of teacher evaluation comes from principal observations of classrooms. Research suggests that those observations are inaccurate and may provide disparate impact. This session discusses new approaches to teacher evaluation that may minimize explicit and implicit biases of educational leaders – and the evaluation systems they use – in evaluating teachers.

**Facilitator:**
Anjale Welton, University of Illinois at Urbana-Champaign

**080. The Power and Possibilities of Educational Leadership Simulations**

**UCEA Annual Convention**

**Special Session**

**3:20 to 4:30 pm**

**Marriott Marquis Houston: Floor 3 - Meyerland A**

The use of simulations in the preparation of educational leaders has reemerged as a powerful learning tool for educational leadership preparation. What kinds of simulations are available? What makes simulations useful for the preparation of future school leaders? When and how would school leaders use such simulations? In this participatory session, we will share information on current developments in this area and gather your insights as well. Join us as we seek to build a UCEA community of simulation savvy leadership professors.

**Presenters:**
Sara Dexter, University of Virginia
Joseph C. Novak, University of Kansas
Charol Shakeshaft, Virginia Commonwealth University
Ken Spero, Ed Leadership SIMS

**081. New Perspectives on "Our Mission Critical" from the UCEA Urban School Leadership Center**

**UCEA Annual Convention**

**Special Session**

**3:20 to 4:30 pm**

**Marriott Marquis Houston: Floor 3 - Meyerland B**

This symposium presents recent studies that illuminate emerging leadership issues that require attention. They also suggest promising interventions that focus on more equitable practice. While we have proposed a study symposium, the session will engage the authors and audience in a robust discussion of how to link leadership practice and research to challenge and “continue to interrupt the inertia of a system resistant to change, a system that remains a colonizing and oppressive space” (UCEA, 2018)

**Participants:**

(1) The Impact of School Closings
Nicola A. Alexander, University of Minnesota; Bodunrin Banwo, University of Minnesota

Recent policies in many districts have been driven by the twin concerns of diminishing resources and the need to address “failing” schools. This paper examines the issue in a single large urban district in the Midwest. The implications of school closures go beyond economic and political rhetoric; they touch on the schooling experience of children. As noted by Sunderland and Payne (2009) and other scholars, students have to transfer from closed schools risk losing important relationships. That is, students from closed schools have to get used to new buildings, different bus schedules and routes, as well as meeting new faculty and administrators (Karanxha, Agosto, & Black, 2013). These transitional challenges can have a negative impact on discipline, dropout, and absenteeism. For all students, with those students from the closed schools often bearing the greater burden (Deeds & Pattillo, 2014; Kirshner & Pozzoboni, 2011).

Examining opportunity and equity gaps in learning resources, Darden and Cavendish (2012) observed that intra-district inequities often go unchecked because they have not captured the attention of educational experts, regulators, and reformers. They argued that school boards and superintendents seldom realize that their practices result in high-poverty schools having inferior resources. Similarly, they argue that in touting economic criteria, school board members may not admit, or even realize, that their decisions to close schools are more closely linked to political than economic considerations. We add to the conversation by exploring the implications of these factors on leadership, both on the board and in the schools.

(2) Humanizing School Communities
Stefanie Marshall, Michigan State University; Muhammad Khalifa, University of Minnesota

The Based on literature on school leaders’ use of community-centered epistemologies (Khalifa, Gooden, & Davis, 2016), this work highlights how instructional leaders understand and enact culturally responsive school leadership in ways that make schooling more inclusive and humanizing for minoritized students and communities. Culturally responsive schooling has most often been discussed as a function of curriculum and teaching. But how does it look as a function of the intersection of school and district-level leadership? From a 6-month long case study of a mid-sized, Midwestern school district that was attempting to implement culturally responsive leadership practices, the authors examine how instructional coaches are connected with the districts’ community engagement efforts that have been in place for over a decade. Developing the “equity consciousness” and “equity-oriented teaching skills” are behaviors school leaders must be involved in helping teachers understand (McKenzie, Skrka, & Scheurich, 2006). Given the instrumental role instructional coaches play in the day-to-day practice of teachers, we ask how instructional leaders (who are not principals) promote equity and cultural responsiveness.

We add to the conversation on cultural responsiveness by examining the behaviors and understanding of instructional coaches as they
strategically engage with teachers on their culturally responsive practice.

(3) Peer Equity Coaching to Increase Culturally Responsive Teaching and Leading Mary A. Bussman, University of Minnesota

While there is some evidence that coaching, both in education and other contexts, improves individual effectiveness, there have been few investigations that link coaching to more equitable experiences and outcomes of students. This study develops a framework that draws from adult learning theory transformational individual learning (Mezirow, 2000) and organizational learning (Louis & Lee, 2016) to examine how equity coaching could disrupt implicit bias (Banaji & Greenwald, 1994, 2016). Using interview and document analysis, this study examines the evolution and impacts of peer-to-peer equity coaching in one suburban but diverse Midwestern public school district. The analysis focuses on how coaches, teachers, and administrators experienced the equity work and its impact on racial consciousness and cultural responsiveness. The interviews suggest that both transformative learning for individuals and groups of teachers occurred. In addition, support for teachers of color increased because of collective learning, and that culturally responsive administrative leadership (Khalifa et al., 2016) substantially increased teacher involvement and development of cultural responsiveness. In this paper, I will present how coaching for culturally responsive teaching challenges dominant narratives in schools by guiding teachers and leaders to discover their implicit biases, expand their culturally responsive pedagogical skills, and expand the narratives presented in their curricula.

(4) The Experiences of African American Teachers: Minoritization of Adult Professionals Mary Yebboah, N/A

Much of the research that examines racial justice in schools focuses on teacher education (Ladson-Billings, 1996), children in classrooms (Delpit, 2006), or teacher-student relationships (Picower, 2009). In contrast, this study draws from research on race in the US (Alexander, 2012), organizational diversity (Mannix & Neale, 2005), and school reform (Daly, 2010) to consider how race mediates teacher relationships and collaboration in schools and how Black teachers negotiate and make meaning of their racial identities within a professional context. In-depth interviews with retired African American teachers who had worked in a major Northern metropolitan area provided the data source. Consistent themes that emerged included: 1) the perpetuation of the myth of racial progress, including the participants’ difficulty of unlearning the individual professional identity from a lifetime’s experience of national-level racism; 2) their experience of racial segregation within schools and neighborhoods, and its impacts on their encounters with school-level racism; and 3) the potential of relational networks for enhancing racial justice in and out of schools. The participants’ conceptualizations of identity, race, and relationships over their long professional careers were complicated by the intersection of personal identity as teaching professionals with their collective identity as Black Americans. Race factored into the participants’ teaching experiences in varied ways, but participants consistently emphasized that the challenges of being Black professionals did not deter them from focusing on their own sphere of influence, primarily student relationships, in and out of the classroom. Participants’ consistently pointed to the role of principals, and indicated that talking about race in the context of facilitated dialogue within a healthy school culture, teachers’ professional relationships may be strengthened, in turn strengthening the potential for enhancing racial justice efforts in schools.

(5) Caring Leaders/Caring Teachers: What are the Connections? Jisu Ryu, University of Minnesota; Jeff Walls, University of Louisiana at Lafayette; Karen R. Seashore,

University of Minnesota

A growing body of literature attests that students perceive teachers’ caring as integral not only to effective support for their learning but also to their feeling of belonging as well as social-emotional well-being (McKaney, 2011; Murphy, 2016). This is particularly true for those students who are marginalized, minoritized, or otherwise marked as “other”. Well-crafted teachers caring which enacted upon careful understanding of student needs help students engage in schools by meeting their specific needs (Antrop-Gonzalez & De Jesus, 2006). Moreover, well-crafted caring leadership creates organizational contexts that enable teachers to care for their students genuinely (Smylie, Murphy, & Louis, 2016). Fewer scholars, however, have explored the role of caring leadership and caring teachers in increasing equity. To deepen our understandings of caring leadership and caring teachers, this study aims to examine two following questions (1) How teachers perceive and express their caring as well as (2) how teachers perceive school leadership facilitate or impede their caring competencies. Based on the interviews with 28 teachers in two schools—one with a predominantly immigrant/African student body, and one with a diverse but more middle class student population, we examine teachers’ experiences of school leaders attempts to create school environments that emphasized both equity and caring. The interviews illustrate how caring teachers and caring leaders could build asset-based perspectives, not bounded by the deficiency perspective that typically framed on marginalized students, through knowing multiple needs of students comprehensively, balancing individual and collective (group) needs, building trust relationships with students and bringing culturally sustaining paradigm into their daily practices.

Facilitator: Karen R. Seashore, University of Minnesota

082. Continuing the Critical Conversation about the Program Coordinator Role: Developing Association Norms

UCEA Annual Convention

Critical Conversations and Networking Sessions
3:20 to 4:30 pm

Marriott Marquis Houston: Floor 3 - River Oaks A

Although the purpose of UCEA has been to foster quality educational leadership preparation programs, there is no specific association-wide agreement about the role and responsibilities of, or incentives for, the person who coordinates those programs: the program coordinator. This session brings together researchers, program coordinators, and UCEA representatives to foster some agreement about these roles, responsibilities, and incentives, with the goal of that agreement being brought forth to the Executive Committee and Plenum for discussion.

Facilitators:
Joanne M. Marshall, Iowa State University
W. Kyle Ingle, University of Louisville
Donald G. Hackmann, University of Illinois at Urbana-Champaign

Participants:
William Black, University of South Florida
Casey D. Cobb, University of Connecticut

083. Partnering to Improve Leadership Development: Collaboration Across Universities, Districts and States

UCEA Annual Convention

Critical Conversations and Networking Sessions
3:20 to 4:30 pm

Marriott Marquis Houston: Floor 3 - River Oaks B

Three universities will engage in critical conversations about how they have embraced a partnership ethos to respond to competition in the neo-liberal environment. Lessons learned from prioritizing the goal of improving public school learning through increased principal preparation
program quality will be shared, based on their experience with the Wallace Foundation’s University Principal Preparation Initiative. The navigation of multiple and complex partnerships can help inform how they created a synergy for reciprocal learning and improvement.

Facilitators:
Daniel Reyes-Guerra, Florida Atlantic University
Susan Korach, University of Denver
Tim Drake, North Carolina State University

084. Repositioning Educational Leadership: Practitioners Leading from an Inquiry Stance
UCEA Annual Convention
Symposium
3:20 to 4:30 pm
Marriott Marquis Houston; Floor 3 - River Oaks C

The purpose of this symposium is to encourage a repositioning of the way we think about and study educational leadership and its challenges. In response to recent trends in research, policy and practice that tend to minimize the role of school leaders (e.g., increased focus on instructional leadership above all else), this panel will expand the discourse about leadership by leaders by discussing some of the most vexing and often invisible aspects of their work.

Facilitators:
Kathy Rho, University of Pennsylvania
Michael Johaneck, University of Pennsylvania

085. Coupling Theory and Practice: Teaching and Learning About Data Use and School Leadership
UCEA Annual Convention
Innovative Session / Mini-Workshop
3:20 to 4:30 pm
Marriott Marquis Houston; Floor 3 - Sugarland A

Leading schools in ways informed by data is an essential component of principals’ work, but little guidance exists to help preparation programs structure coursework around constructive and equitable data use. This session explores teaching and learning about data use through live mini-demonstrations by program alumni followed by panel discussion of how course structures help aspiring leaders engage in data use with an equity lens and where faculty and alumni see opportunities for strengthening preparation programming.

Participant:
Coupling Theory and Practice: Teaching and Learning About Data Use and School Leadership Jo Beth Jimerson, Texas Christian University; Erin Anwood, Texas Christian University; Melissa Ann Finstad, Texas Christian University; Trevon R Jones, Texas Christian University; Beatrice K. Rivera, Texas Christian University; Lynsey Charles, N/A

Policy and research suggest that the capacity to use data to inform planning and improvement efforts is an essential component of a school leader’s repertoire. This innovative session lays a foundation for future collaboration around teaching and learning about data use by sharing faculty and alumni experiences with a data use course in a traditional Educational Leadership Preparation Program. The session involves live demonstrations of coursework products by four program alumni—now school leaders in north Texas public school districts, followed by panel discussion of how course readings and assignments helped students engage in data use with an equity lens, and where these now-campus leaders see opportunities for strengthening preparation coursework around data use. The session concludes by inviting attendees to collaborate in constructing practices for supporting the development of data use capacity in aspiring school leaders by contributing syllabi and learning activities to a shared Google Drive as a repository and resource for those working in educational leadership preparation specific to data use.

086. Revising Principal Preparation Programs in Diverse Contexts for More Equitable Leaders
UCEA Annual Convention
Symposium
3:20 to 4:30 pm
Marriott Marquis Houston; Floor 3 - Sugarland B

Four university principal preparation programs from diverse contexts in various stages of organizational change identified the need for a more explicit focus on equity and have incorporated an equity-oriented emphasis in their revised programs. This symposium will share the stories of the participants in the revision process, the work with internal and external partners, and the individualized development of programs emphasizing the integration of equity across the program.

Facilitators:
Tom A. Stewart, Western Kentucky University
Susan Korach, University of Denver

Participants:
Stacy Regina Leggett, Western Kentucky University
Marguerita K DeSander, Western Kentucky University
David Harold Lorden, San Diego State University
Toni Osborn Faddis, San Diego State University
Daniel Reyes-Guerra, Florida Atlantic University
Melanie Ann Stefanovic, Florida Atlantic University

087. Confronting Churn: Stemming Turnover in Public Schools
UCEA Annual Convention
Paper Session
4:40 to 5:50 pm
Marriott Marquis Houston: Hunter's Creek A

Participants:
Revolving Doors: Impact of Superintendent Turnover on District Churn Jason A. Grissom, Vanderbilt University; Anna Weiss, Vanderbilt University
Scant empirical evidence of superintendent impact on students exists. The most recent research concludes superintendents have minimal effect. But what of the superintendent impact on district employees? Using a 25 year panel data set from Missouri, we examine the impact of superintendent turnover on the turnover of district employees. We find that when superintendents leave, other district and school leaders turn over. Type and timing of turnover varies by district and superintendent characteristics.

The Impact of Internal Succession on Principal Turnover Andrew Pendola, Pennsylvania State University; Ed Fuller, Pennsylvania State University
Principal shortages have long been a concern, particularly for high-needs and rural schools. A practice to help ensure better retention of new hires has been to recruit principals who were teachers or assistant principals in the district. However, research has yet to identify if these internal recruits have improved retention rates. Utilizing 17 years of data on over 17,000 principals from Texas, this study compares the retention rates of internal hires with external hires.

The Impact of Principal Turnover on School Performance Brendan Bartanen, Vanderbilt University; Jason A. Grissom, Vanderbilt University; Laura K Rogers, Vanderbilt University
Policymakers and researchers are increasingly concerned with understanding principal turnover. However, we still still have limited rigorous evidence as the causes and consequences of school leadership transitions. This study uses a quasi-experimental design to estimate the effect of principal turnover on school performance. We find small negative effects on student achievement and teacher turnover in the short-term. Effects on
achievement are explained by exposure to inexperienced principals after a transition.

Where Did All the Leaders Go? Examining Superintendent and Principal Turnover
Ed Fuller, Pennsylvania State University; Andrew Pendola, Pennsylvania State University; Liz Hollingworth, University of Iowa

Research has shown principal turnover has deleterious effects on teacher and student outcomes. Yet, we understand little about the factors influencing principal turnover. This study examines the relationship between superintendent turnover and principal turnover.

Facilitator:
Pedro Reyes, University of Texas - Austin

UCEA Annual Convention
Innovative Session / Mini-Workshop
4:40 to 5:50 pm
Marriott Marquis Houston: Floor 3 - Briargrove A

This is a student-directed symposium. To share their transformational journeys in the Urban School Leaders Collaborative (USLC), students will present three papers and a video documentary analyzing data from their collective autoethnographies. The purpose of this symposium is to analyze student learning in an established, award winning principalship preparation program referred to as the Urban School Leaders Collaborative and to examine the notion of collective critical consciousness as the central pedagogical approach.

Facilitators:
Juan Manuel Niño, University of Texas at San Antonio
Encarnacion Garza, University of Texas at San Antonio
Betty M. Merchant, University of Texas at San Antonio
Evangeline Aguilera, University of Texas at San Antonio

Participants:
Maria Adams, Edgewood Independent School District
Andrea Avalos, Edgewood Independent School District
Julian Barrera, Edgewood Independent School District
Laura David, Southwest Independent School District
Esther Casias, Edgewood Independent School District
Roseann Gonzales, Harlandale Independent School District
Maribel Howard, Harlandale Independent School District
Scott Jenrette, Harlandale Independent School District
Debbie Jones, University of Texas at San Antonio
JoAnn Lopez, Edgewood Independent School District
Larry Machado, Edgewood Independent School District
Melissa Machado, Edgewood Independent School District
Jorge Medrano, Edgewood Independent School District
Rebecca Mendoza, Edgewood Independent School District
Goldie Rios, Edgewood Independent School District
Rebecca Rivas, N/A
Lauren Rodriguez, Edgewood Independent School District
Esther Rodriguez-Rios, Edgewood Independent School District
Darlene Roebuck, Harlandale Independent School District
Rita of Rosales-Alvarez, University of Texas at San Antonio
Lindsey Saldana, Edgewood Independent School District
Donnie Short, Edgewood Independent School District
David Solís, Edgewood Independent School District
Isela Trujillo, Edgewood Independent School District
Dora Urbina, N/A

089. An Interdisciplinary Examination of Educator Sexual Misconduct
UCEA Annual Convention
Symposium

4:40 to 5:50 pm
Marriott Marquis Houston: Floor 3 - Briargrove B

In the current era of increased intolerance of misconduct, Educator Sexual Misconduct (ESM), remains a little-studied construct within teaching and educational leadership literature. In the current session, we present a legal framework for how states define and discipline educators who engage in sexual misconduct with students, data describing adolescent’s perceptions and knowledge of ESM, perception data of college students regarding ESM, and practices in working with school leaders to investigate and address ESM.

Facilitators:
Frank Hernandez, Southern Methodist University
Catherine E Robert, The University of Texas at Arlington

Participants:
Aimee Holt, Middle Tennessee State University
Elisabeth M Krimbill, Texas A&M University-San Antonio
David P. Thompson, University of Texas at San Antonio

090. Innovations in Principal Preparation
UCEA Annual Convention
Ignite Session
4:40 to 5:50 pm
Marriott Marquis Houston: Floor 3 - Hunter's Creek B

Participants:
District leadership for diverse and equitable school leadership: The equity-focused practice of principal supervisors Emily Kate Donaldson, University of Washington

This Ignite! presentation will highlight the leadership practice of a group of district leaders, primarily principal supervisors, in one, mid-sized, urban district as they sought to carry out their support for principals in explicitly equity-focused ways. Four themes of their practice will set forth an initial template of what “equity-focused principal supervision” looks like and bring an equity lens to an area of educational leadership to date explored in race-neutral terms.

Preparing Equitable School Leaders: Focus on Adaptive Leadership
Tracy Reimer, Bethel University

The purpose of this Ignite session is to inspire administration preparation programs to be forerunners in school leadership reform. The session will define two kinds of leadership challenges: technical and adaptive (Heifetz & Linsky, 2009). Examples of each kind of challenge, gathered from practicing superintendents and principals, will be shared. Attendees will learn specific behaviors to grow as adaptive leaders in order to create school cultures that foster equitable practices.

Using Assessment Center Methodology to Revolutionize Leadership Preparation
Kermit Buckner, East Carolina University; Kimberly Kappler Hewitt, University of North Carolina at Greensboro

One of the critical challenges preparation programs face is the challenge to enable candidates to understand their leadership strengths and areas of weakness and to help them develop in a safe, low-risk environment the skills they will need to be successful. To meet the challenge to better prepare school leaders for complex and demanding tasks, additional innovations in preparation programs are needed. Assessment center methodology is such an innovation.

How is Online Faculty Advising an Ethics- and Equity-Based Approach to Educational Leadership Preparation?
Elan N Paulson, Western University; Kevin Brady, University of Arkansas

Members of two UCEA Program Centers collaborated to better understand online modality and student advisory in leadership programs by conducting a literature review and leading numerous dialogue sessions at various academic meetings in the past year.
Leadership, Governance, and Equity in the Context of School Choice
UCEA Annual Convention
Symposium
4:40 to 5:50 pm

Marriott Marquis Houston: Floor 3 - Kingwood A

Policies that aim to introduce market mechanisms of choice and competition into public schools create new roles and responsibilities for school leaders. However, we know little about how leaders negotiate these changing contexts, and the practices they engage in to open schools, respond to competition, or improve instruction in these settings. This panel explores leadership and governance in the context of school choice—in New Orleans, Denver, and Arizona—with implications for equity and access.

Participants:

Kevin Lawrence Henry, Jr., University of Arizona

Protracted educational inequities index and illuminate deep cleavages in the U.S. along lines of race and class, specifically. These educational inequities correspond to larger systems of inequality and stratification. As such, policy makers, educational leaders, and various interest groups have sought to remedy, what Jonathan Kozol terms “savage inequalities.” One such policy remedy are charter schools. Herald by advocates as the progeny of the U.S. Civil Rights Movement and valued because of their presumed autonomy and discourses of innovation and accountability, charter schools have become a fixture of the U.S. educational landscape (Scott, 2013). Charter schools, however, remain one of the most publically contested and controversial education reform initiatives because of their entanglements with privatization and reproduction of repressive asymmetrical power relations (Author, 2016; Buras, 2014; Lipman, 2011). Yet how do charter schools come to be? This paper aims to explore a lesser studied aspect of charter school policy, the charter school authorization process. The charter school authorization process is the central gatekeeping mechanism used to determine the kinds of charter schools that are to exist and who can operate them (Author, 2016). Understood as an objective, colorblind process in mainstream policy articulations, the authorization process regulates entry into educational markets. Thus, the charter school authorization process is a key site of social reproduction in the field of education. Cocooning this paper lies the question: how might we locate the charter authorization process within what Stuart Hall frames as a “race neutral” binary? Utilizing the case of post-Katrina New Orleans, I examine how aspiring African American charter leaders make sense of and navigate the charter school authorization process. This paper is framed using critical race theory in education (Ladson-Billings & Tate, 1995) and relies on in-depth, semi-structured interviews with community based, African American charter school applicants. The data suggests that while applicants have access to the “race neutral” application process, the process is racialized as white liberal forms of cultural, social, and political capital are privileged as used as the standard for “competition.” Implications for policy makers and educational leaders are provided.

The Portfolio in Action: How New Governance Models Influence Leadership for Learning
Chris Torres, Michigan State University; Katrina Bukley, Montclair State University; Taeyon Kim, Michigan State University

In recent years, a variety of urban schools have shifted from centralized oversight under a traditional school district to Portfolio Management Models (PMMs) that oversee schools operating under varied governance conditions, such as autonomous, privately-managed schools, and charter schools (Author, 2010). This push to provide diverse and differentiated school options intends to offer schools and families more choice and autonomy to make strategic decisions about where students can go to school and how to best meet their needs. PMM advocates argue that providing more autonomy for school leaders to make decisions about instruction, capacity building, support, and teacher selection or retention will lead to improved school culture and achievement (Lake & Hill, 2009). Despite these
School Choice and the Tragedy of the Commons
Amanda U. Potterton,
University of Kentucky

Two main principles undergird market-based school choice theories. Competitive pressures are expected to improve school effectiveness and eliminate inefficient organizations, and freedom of choice should encourage innovation and diversity in educational opportunities (Friedman, 1955; Wolf & Egalite, 2016). Critiques of competition via public school choice focus on inequitable and unjust practices that may be exacerbated by market-oriented reforms. One unique iteration of school choice exists in Arizona, where a long-standing market-based school choice system has developed into largely unregulated policies and programs. There are over 600 charter schools statewide, inter- and intra-district open enrollment policies flourish, and tax credit programs and education savings accounts continually expand. Arizona ranks second in the U.S., behind Michigan, in the number of for-profit Education Management Organizations (EMOs) operating charter schools (27), and second, behind Texas and California, for the number of nonprofit EMOs, of which there are 31 (Miron & Gulsonos, 2013). In social sciences, and particularly in political science and economics, the tragedy of the commons refers to the probability that resources of common or public and unregulated use will degrade if they are exploited (Hardin, 1968; Morano, de Moraes, & Jacomossi, 2018). Ostrom and colleagues (1999; see also Ostrom, 2010) examined alternative possibilities to this ruin of overused common space by providing a template of collective and shared governance of the commons. Ostrom’s criticisms (see Block & Jankovic, 2016; Obeng-Odoom, 2016) highlight the absence of justice and faulty assumptions in her framework. These conceptual contributions may be helpful for understanding largely unregulated school choice “on the ground,” especially as practices expand and mature as research moves forward. I explore the tragedy of the commons and arguments as potential tools for analyzing how school choice models influence school leaders’ and parents’ decisions. I conduct secondary data analysis from a two-year study at one Arizona district public school and in its surrounding community, where I used ethnographic methods to explore how stakeholders, including leaders, parents, teachers, and community members, made sense of choice. Findings problematize who benefited from Arizona’s commons pool of resources as parents’ and leaders’ choices were made in this market.

Facilitators:
Huriya Jabbar, University of Texas - Austin
Casey D. Cobb, University of Connecticut

092. Combating Oppressive Policies: From Past to Present
UCEA Annual Convention
Paper Session
4:40 to 5:50 pm
Marriott Marquis Houston: Floor 3 - Kingwood B

Participants:
Centering the Black Principal in the Decolonization Work
Jamal Adkins-Sharif, University of Massachusetts Boston

This research study explores the lived experiences of a Black principal and Black children in order to construct a narrative about what school success looks and feels like. Using autoethnography, interviews and a focus group, this study will analyze these narratives through lenses of critical race and theories of coloniality. Potential contributions expand the field of leadership studies and engage student voice.

Foregrounding the “home” in student homelessness:
Residential setting and academic outcomes in an urban district
Alexandra E Pavlakis, Southern Methodist University; Meredith Richards, Southern Methodist University; dongmei Li, University of Texas - Austin; Mark Pierce, Southern Methodist University
Student homelessness is on the rise; however, we know little about the impact of homelessness on academic outcomes, particularly by residential setting (e.g., shelter, motels, doubled-up, unsheltered). Using student records from a large urban district, we find the negative effect of homelessness on achievement is largely explained by differences in attendance between homeless and non-homeless students. However, we find a small negative effect of doubling-up on achievement after controlling for attendance. Leadership implications are discussed.

Gender, Sexuality, & Black Students in Southern School Desegregation: A Historiographical Review ArCasia James, University of Illinois at Urbana-Champaign

This historiographical review presents an analysis of the literature's assessment of Black students' gender and sexuality in desegregated schools post Brown. Through an intersectional lens, this review is guided by the question: How does extant literature on school desegregation in the South treat gender or sexuality as related to Black students' experiences in schools? Preliminary findings suggest that scholars have overlooked this significant aspect of the history of school desegregation.

Hidden Figures?: Interrogating Inequity by Uncovering Leadership Practices that Dismantle the School to Prison Pipeline Dionne Cowan, Georgia State University

The school to prison pipeline (STPP) is a conceptual framework reflecting the injustice that bleeds at the intersection of the educational and criminal justice systems. This phenomenological study examined the lived experiences of six men of color and their successful evasion. Constructionism and critical inquiry framed this phenomenological study. The findings pinpoint the role structures of support that champion justice, success, and equity for boys and young men of color played in the process.

Racism as Cultural Routine: Uncovering the Permanence of Racism in the Minnesota Desegregation Rule Sharon I Radd, St Catherine University; Tanetha Jamay Grosland, University of South Florida

This study examines the Minnesota Desegregation Rule as a cultural artifact of US public education. Using a critical lens to scrutinize the discourses in the Rule, we reveal three cultural routines related to race, racism, and power: selective racialization, burdening the protected, and compliance and control. While the law is purportedly intended to help minoritized populations, we find that ultimately, the Rule relies on technical fixes to address deep structural, social, and institutional forms of racism.

093. Preparing Leaders with PSEL/NELP Standards: Announcing the New UCEA Book Series

UCEA Annual Convention

Special Session

4:40 to 5:50 pm

Marriott Marquis Houston: Floor 3 - Meyerland A

The symposium features the UCEA-Routledge series on the PSEL-NELP Standards for Leadership Preparation and Practice. Specifically, this session highlights the latest volume on Ethical Principles for School Leadership and a preview of the upcoming volume on Human Resources and Strategic Talent Management. The session concludes with a discussion about leadership preparation among authors and the broader audience as well as next steps for the series.

Participants:

UCEA and Routledge PSEL-NELP Series Overview Rose Ylimaki, University of South Carolina; Janie Clark Lindle, Clemson University

Policy trends reflect an increasingly complex reality for education, schooling, and leadership thereof (Author, 2014). We can observe a pattern of changes, including shifts toward centralized curricula (standards, common core) and new public governance as well as an increasing plurality of students due to internal demographic shifts and population migrations (Author, 2017). The various versions of the Standards from ISLLC to NELP maintain a steady focus on the key obligation of schooling and school leaders, that of ensuring student success. In fact, the revisions cycles display UCEA’s and partners’ awareness and responsiveness to ongoing school and community dynamics and external influences that can either support or block student success. Such complexity demands a new education theory movement as well as empirically informed leadership preparation programs, which in turn, clarify a high standard and vision of student success in the face of rapid and complex shifts in external influences (Author, 2017). This series of books, PSEL/NELP Leadership Preparation Series, reflects those ongoing rapid changes. UCEA and Routledge’s partnership offers instructors and aspiring leaders insights into the dynamic challenges that school leaders must confront to maintain a steady focus on their primary responsibility to ensure that all students learn. This paper provides an overview of the series and its intent to support leadership preparation and practice amidst the complex reality of education and in relation to the PSEL-NELP standards.

Ethical Principles for School Leadership Lisa Bass, North Carolina State University; William C. Frick, University of Oklahoma; Michelle D. Young, UCEA & University of Virginia

Co-published with UCEA, this new textbook tackles Standard #2 of the Professional Standards for Educational Leaders (PSEL)—Ethics and Professional Norms. This volume includes specific strategies for school leaders to develop knowledge and skills in supporting the learning and development of all students, as well as understanding the dynamics and importance of ethics in leadership practice. By presenting problem-posing cases, theoretical grounding, relevant research, implications for practice, and learning activities, this book provides aspiring leaders with the background, learning experiences, and analytical tools to successfully promote ethical leadership and student success in their contexts.

Human Resources and Strategic Talent Management Henry Tran, University of South Carolina; Carolyn Kelley, University of Wisconsin-Madison

The next installment of the PSEL/NELP Leadership Preparation series focuses on Human Resources and Strategic Talent Management. This volume is designed to assist educational leadership preparation programs by providing aspiring leaders with the latest research and evidence-based approaches to human resources, with a particular focus on strategic talent management to aid teacher recruitment, selection, development, evaluation, retention, compensation, collective bargaining, and other personnel-related topics. The work is grounded in the new PSEL standards, with particular focus on standard 1 (mission, vision and core values), standard 6 (the professional capacity of school personnel), standard 7 (professional community for teachers and staff), standard 9 (operations and management) and standard 10 (school improvement) as it relates to the strategic talent management processes. Given that teachers and principals are inequitably distributed across school types (Fuller, Hulingworth, & Pendola, 2017), special attention will be paid to the role of district leaders in developing systems that address human resource needs in impoverished rural and urban contexts to maximize the opportunities of placing effective educators in the presence of all students regardless of their geographic residence, and the role of school leaders in structuring work and managing resources to enhance teacher effectiveness and promote student learning (Halverson & Kelley, 2017; Odden, 2011). The authors have years of practical and scholarly publication experience in the human resources field and will draw on these, as well as a comprehensive leading edge research on the topic, to inform the content of the text and facilitate discussion at the symposium.
Facilitators:
Rose Ylimaki, University of South Carolina
Janie Clark Lindle, Clemson University
Michelle D. Young, UCEA & University of Virginia

094. UCEA Center for the International Study of School Leadership: Principals Generating Success in High-Need Schools
UCEA Annual Convention
Special Session
4:40 to 5:50 pm
Marriott Marquis Houston: Floor 3 - Meyerland B
National and international scholars in this session will come together to promote a conversation about a worldwide examination of high-need schools in different parts of the world. High-need schools may be found in areas of high percentage of families with income below the poverty line, lacking qualified teachers or basic funding and physical infrastructure, natural or created disasters, and a high percentage of historically/socially-excluded communities, or underrepresented groups such as indigenous or immigrant/migrants.

Presenters:
Mette Lise Baran, Cardinal Stritch University
Lorenda Chisolm, University at Buffalo, SUNY
Lawrence George Drysdale, The University of Melbourne Australia
wowek sean kearney, Texas A&M University - San Antonio
Nathen S. A. Okiwe, University of Texas at San Antonio
Ana Cristina Oliveira, Federal University of the State of Rio de Janeiro
Cynthia Paes de Carvalho, Pontificia Universidade Catolica do Rio de Janeiro/PUC-Rio
Gladys Van Harpen, University of Wisconsin Oshkosh
Noemi Waight, University at Buffalo, SUNY

Facilitators:
David Mark Gurr, The University of Melbourne
Ross Notman, University of Otago
Bruce Barnett, University of Texas at San Antonio
Stephen Louis Jacobson, University at Buffalo, SUNY

095. Matters of Trust: Dilemmas in the Measurement of Trust in Schools
UCEA Annual Convention
Critical Conversations and Networking Sessions
4:40 to 5:50 pm
Marriott Marquis Houston: Floor 3 - River Oaks A
The panelists in this critical conversation are in agreement that trust and its measurement are important. Where they differ is where this conversation begins: (1) Is trust fundamentally a unified or multidimensional construct? (2) What factor structure of trust is most useful to researchers and practitioners? (3) Since schools are nested organizations, is trust better studied with multilevel models? (4) How are the answers to these questions influenced by the context of a study?

Facilitators:
Davis Clement, University of Virginia
UFUK ERDOGAN, College of William and Mary
Participants:
Megan Tschannen-Moran, College of William and Mary
Curt Adams, University of Oklahoma
Lisa S Romero, California State University Sacramento
Douglas E. Mitchell, University of California, Riverside

096. Latin American Educational Leadership Networks and Cross-Sector Alliances for Educational Equity
UCEA Annual Convention
Critical Conversations and Networking Sessions
4:40 to 5:50 pm
Marriott Marquis Houston: Floor 3 - River Oaks B
This session will invite a critical dialogue on equity-based educational leadership and management (EDLM) networks and alliances across Latin America. Facilitated by a panel of Latin American and U.S. scholars running a transnational EDLM network, participants will consider how networks and alliances could support regionally and locally-led advancements in EDLM and the cultivation of a distinctively Latin American knowledge and practice base stemming from, and responsive to, the region’s unique realities, inequities, and strengths.

Facilitators:
Alicia Rusoja, Saint Mary's College of California
Michael Johanek, University of Pennsylvania
Paulo Volante Beach, N/A
Marcos Saraso, Universidad Católica del Uruguay

097. Disrupting the Internship: Enhancing Critical Praxis in Leadership Preparation
UCEA Annual Convention
Critical Conversations and Networking Sessions
4:40 to 5:50 pm
Marriott Marquis Houston: Floor 3 - River Oaks C
The purpose of the proposed session is to share critical elements of a newly designed Superintendent Preparation Program (SPP), specifically those features intended to disrupt the internship experience. Perhaps the most representative of these emerging features is the use of course-embedded fieldwork to disrupt three key elements missing from traditional internships (Perry & Carlson, 2013). Because the development or enhancement of dispositions must be intentional, the course-embedded fieldwork supports a program-wide dispositional ethos.

Facilitator:
Dianne Catherine Renn, Illinois State University
Participant:
Lenford Sutton, Illinois State University

UCEA Annual Convention
Innovative Session / Mini-Workshop
4:40 to 5:50 pm
Marriott Marquis Houston: Floor 3 - Sugarland A
Full-service community schools are increasingly implemented nationally as a means to transform educational spaces into community “hubs”: spaces to assist school leaders in addressing racial disparities and deficit narratives of minoritized groups. However, limited research critically considers how these initiative moves us toward revolutionary and transformative realities for youth and families of color. This innovate session (that leverages Tedtalks) explores the critical challenges and radical possibilities of community schooling to achieve racial and community justice.

Participant:
Critical Challenges & Radical Possibilities of Community Schooling: Toward Racial & Community Justice in School-Community Partnerships Gwenndolyn Baxley, University of Wisconsin-Madison; Carmen Bayrd, University of Wisconsin-Madison; Martin Scanlan, Boston College; Peter Miller, University of Wisconsin-Madison; Haerin Park, Boston College
Full-service community schools are increasingly implemented nationally as a means to transform educational spaces into community “hubs”: spaces to assist school leaders in addressing racial disparities and deficit narratives of minoritized groups. However, limited research critically considers how these initiative moves us toward revolutionary and transformative realities for youth and families of color. This innovate session
Participants:
equitable educational processes. Women’s perspectives have continuously
been guided by power, control, authority, and privilege. As hidden figures, Black
leadership. While women have been included, research is still permeated
discriminatory agendas and patriarchy (hooks, 2000) that have alte
and communities. Grounded in intersectionality, the authors disrupt active
leadership (Alston, 2005; Horsford, 2012; Tillman, 2004) across schools
and communities. Grounded in intersectionality, the authors disrupt active
discriminatory agendas and patriarchy (hooks, 2000) that have altered
narratives and sustained racialized gendered imbalances in educational
leadership. While women have been included, research is still permeated by
power, control, authority, and privilege. As hidden figures, Black
women’s perspectives have continuously guided educational fields through
equitable educational processes.

Participants:
Intersectional Leadership: Proferring an Intentional Theory
Grounded in Constellated Praxes Angel M Nash, University of Virginia
In this conceptual articulation, which is based on the findings of a cross-case analysis, we endeavor to name the perceptions, awarenesses, and skills with which Black women educational leaders operate when working on behalf of students who learn in converging spaces affected by constellationed marginalities. Conducting research in the context of a science, technology, engineering, and mathematics (STEM) education grant in a school district in which the majority of the students were children of color, enabled the theorization of a leadership concept that reflects responsiveness to marginalized identities. Intersectional leadership, as we define it, is an expression of leadership based on research that operationalized the practices of Ontario Leadership Framework (OLF) (Leithwood, 2012) using an intersectional (Crenshaw, 1991) lens. While specifically focusing on the STEM education of Black girls, we noted the ways that Black women leaders considered their historical positionalities in schools and society writ large. Informed by values of social justice leadership (Dantley & Tillman, 2010; Theoharis, 2007), specifically the overlapping tenets that promote instructional (Prity, Marks, & Bowers, 2010) and distributed (Hallinger & Heck, 2009) leadership praxes that advocate for resource equity, this theoretical articulation illuminates the ways that school leaders prioritize the needs of historically underrepresented student populations. Evidence that supported this articulation included the influences Black women leaders’ principal preparation had on their perspectives and practices, as well as the ways that they lead their faculties and school communities. In particular, the Black women leaders equitably created high expectations for Black girls’ educational and social success. In order to provide navigation for practicing school leaders who work to embolden students affected by a multiplicity educational marginalization, we conclude by putting forth an definition of intersectional leadership: to operationalize visionary strategies that privilege the experiences of followers who live the realities of more than one historically oppressed identifier.

Black Female Superintendents: A History of Firsts and Onlys Dessynie Edwards, Texas A & M University
In a systematic review of the literature, we will review the evolution of research on Black women school superintendents over time, with a focus on major works and authors who have contributed to our understanding of Black women pursuing, preparing for, and achieving the superintendency. Since its inception in the mid-1800s, white males have dominated the role of school superintendent. Even today, with roughly 17,000 school districts throughout the country, white men constitute 80% of those in the superintendency, compared to only 1% Black women in the role. Not until 1944, did the first Black woman attain the superintendency with that number increasing three-fold between 1956–1975. As of 2017, there are approximately 168 Black women school superintendents in the US, but the path has not been easy. Located at the intersection of race and gender, research on Black women school superintendents have explored the factors contributing to their underrepresentation (i.e., racism and sexism), as well as their characteristics, contributions, and leadership practice. Given the continued underrepresentation of Black women in the superintendency, this study will examine how research over the last 35 years has focused largely on their ascent to the superintendency and how they persevered while at the top. This study will also explore the linkages between the lived experiences and contributions of Black women superintendents with those of other historically underrepresented groups in the superintendency, to include men of color and women of all backgrounds. Finally, we conclude with a discussion of the intersectional identities of Black women leaders and bridge leadership as an approach to systems-level leadership.

Worker or Leader: A Critical Discourse Analysis of Hidden Figures Tara Nkrumah, University of South Florida
In this critical discourse analysis of the film, Hidden Figures, we review a historical articulation of African American women employed at National Aeronautics and Space Administration (NASA) space program in the 1960s, as it poignantly corresponds to present-day social issues of race and gender underrepresentation in STEM fields (Farinde & Lewis, 2012). Hidden Figures narrates the accomplishments of three African American women mathematician resistances to oppression that provoke social uplift. Womanist theory is used to critique the intriguing nature of the film’s main Black women characters. While all three women are narrated as womanist in the film, the analysis in this study is solely directed on the way Katherine Johnson’s role manifests this trait. Notably, Alice Walker coined the term “womanism” because she felt that the concerns of the Black population—and Black women, in particular—were so sufficiently removed from those of the dominant group that a new term was needed to designate this sort of feminism (Duran, 2015). Maparyan (2012) outlines eight major methods of social and ecological transformation utilized by womanists. Those eight methods were defined as: (1) Harmonizing and Coordinating; (2) Dialogue; (3) Arbitration and Mediation; (4) Spiritual Activities; (5) Fly-Over; (6) Mutual Aid and Self Help; (7) Standing In; (8) Motherhood. This study demonstrates how four of the eight methods reflect through Katherine’s character in the film. Selected scenes in the film exemplify Katherine’s actions to personify tenets in the womanist theory. We conclude with four examples to illustrate several methods including dialogue, fly-over, mutual aid/self-help, and standing in.

Uncover The Other(ed) Hidden Figures: A Meta-Synthesis of Black Women Superintendents Research Studies Dessynie Edwards, Texas A & M University; Deena Khalil, Howard University
In this meta-synthesis, we integrate and interpret the findings of nearly 200 empirical studies on Black superintendents, to quantify the material impact these hidden figures had on minoritized communities. As the most educated minoritized group in the U.S., the disproportionate underrepresentation of practicing Black women leaders, and their misrepresentation in scholarship, has persisted as one of the most consistent problems in education post desegregation. However, there is a significant
and enduring body of qualitative research studies about Black women superintendents that recovers these hidden figures as pivotal critical figures who warrant such in-depth study. This total body of research includes primary research on over 500 Black women superintendents, and spans nearly a century of scholarship. In this study, we itemize Black female superintendents’ leadership strategies, behaviors, dispositions and the landmark outcomes that warranted these studies. As education control returns to local and state departments of education, the role of superintendents once more becomes pivotal for both policy and practice. Thus we conclude by looking to Black women’s historical leadership at the nexus of race and gender intersectionality as an opportunity to forward an educational leadership praxis that informs policy, an important issue as school districts become majority minoritized.

Leading by Example: A Case Study of One Black Woman Teacher Leader’s Formation of Equitable Partnerships Between Students, Families, and Schools Abigail Kayser, N/A

In this case study, we examine one teacher leader’s grassroots approach to empowering educators locally and nationally. Grounded in Nieto’s (2002) interpretation of sociocultural theory which purports that teachers must consider the role students’ culture and language and their funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 2005), play in influencing their learning in school, this school leader developed meaningful relationships across school communities with intentions of making the experiences for minoritized students more relevant background. Operating from the intersectional (Collins, 2009; Crenshaw, 1991) perspective as a Black woman who graduated from both a historically Black university, and later a predominantly White institution, this study narrates how a teacher leader navigated and disrupted the hegemonic structures that sustain the dominant narrative in public schools (Ladson-Billings, 1995). Additionally, she fostered the creation of a critical mass of teacher leaders who supported and encouraged each other to build collective efficacy (Goddard, Hoy, & Woolfolk Hoy, 2002) through which they expanded their agenda across the school district. We conclude with a discussion of the findings and implications for in-service teachers and school leaders who seek to foster partnerships across school communities.

Facilitators: 
Dessynie Edwards, Texas A & M University
Angel M Nash, University of Virginia

100. General Session I: Texas Superintendents' Panel
UCEA Annual Convention
Special Session
6:15 to 7:30 pm
Marriott Marquis Houston: Floor 2 - Houston 4

101. Opening Reception in Honor of UCEA Past Presidents
UCEA Annual Convention
Reception
7:30 to 9:00 pm
Marriott Marquis Houston: Floor 6 - West Event Lawn
UCEA Executive Director, Michelle D. Young, and Immediate Past President, Mariela Rodriguez, welcome all participants to the Convention Opening Reception and extend a special welcome to those faculty and graduate students from new UCEA member institutions. The Convention Opening Reception was established in honor of the contributions made to the field and UCEA consortium by UCEA’s past presidents.
102. Indigenous Scholars and Scholarship SIG Meeting
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Marriott Marquis Houston: Floor 3 - Briargrove A
Facilitators:
Susan C. Faircloth, University of North Carolina Wilmington
Cornel Pewewardy, Portland State University
William Ruff, Montana State University
Sweeney Windchief, Montana State University
Participants:
Jordan Carter, Salish Kootenai College
Lance Harden, University of Oklahoma
Aspen Dawn Many Hides, Salish Kootenai College
Michael Munson, Salish Kootenai College
Sasanehsaeh Pyawasay, University of Minnesota
Alex Red Corn, Kansas State University
Adriane Rane Tailfeathers, Salish Kootenai College

103. Supervision and Instructional Leadership SIG
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Marriott Marquis Houston: Floor 3 - Kingwood A
Facilitator:
Mary Lynne Derrington, University of Tennessee at Knoxville

104. Carnegie Project on the Education Doctorate (CPED)
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Marriott Marquis Houston: Floor 3 - Kingwood A
Closed business meeting for faculty, students, and deans of CPED member institutions.
Facilitator:
Jill Alexa Perry, University of Pittsburgh

105. UCEA Program Center for the Advanced Study of Technology Leadership in Education (CASTLE)
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Marriott Marquis Houston: Floor 3 - Meyerland B
Facilitators:
Scott McLeod, University of Colorado Denver
Jayson W Richardson, University of Kentucky
Participants:
Sara Dextor, University of Virginia
Nick Sauer, Georgia State University

106. JSL Editorial Board Meeting
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Marriott Marquis Houston: Floor 3 - Sugarland B
Facilitators:
Elizabeth T. Murakami, University of North Texas

107. Politics of Education Association Breakfast and Meeting
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Marriott Marquis Houston: Floor 3 - Westchase
Facilitator:
W. Kyle Ingle, University of Louisville
Participants:
Elizabeth DeBray, University of Georgia
Huriya Jabbar, University of Texas - Austin
Katherine Cumings Mansfield, University of North Carolina at Greensboro
Stacey Rulledge, Florida State University

108. The Future of Leadership and Leadership for the Future: Meeting the Needs of the Next Generation of Schools and Students
UCEA Annual Convention
Town Hall
8:00 to 9:20 am
Marriott Marquis Houston: Floor 2 - Houston 4
The future promises increasing diversity in the composition and background of the U.S. student population. To meet the evolving needs of a new generation of students, school leaders must be prepared to address these evolving demographic and geographic trends. How can we anticipate student and school level change proactively instead of being reactionary and delayed in our response? And, as a field, how can we ensure we are not stuck in the trap of preparing school leaders for yesterday’s schools? Speakers will discuss data on the changing role of a principal and offer forward-looking and innovative approaches to leading schools.

109. Examining School and District Organization Through Critical Policy Analysis
UCEA Annual Convention
Paper Session
9:30 to 10:45 am
Marriott Marquis Houston: Floor 3 - Briargrove A
Participants:
Natalie Tran, California State University, Fullerton
Embracing Contradiction: A Critical Analysis of a Private School’s Participation in a State Voucher Program
Rodney S Whitman, University of Wisconsin-Milwaukee
The purpose of this paper is to theorize on contradictions within an education marketplace, and the contradictions exhibited by individual personnel within a progressive private school participating in the state’s voucher program. To explore those contradictions, I apply critical theory in the lineage of Marx, the Frankfurt School, and Habermas, which highlight contradictions of capital, consumptions, and commodity fetishism and the political and economic systems in which the focal school is embedded.

How Local Discretion Limits School Choice Access
Sarah Winchell Lenhoff, Wayne State University
This study examines how local discretion in implementing open enrollment school choice policy restricts access to some students, with implications for racial and economic equity. Combing data from a new survey of local district open enrollment policies in Metro Detroit with student-level administrative data, findings...
suggest that local variation in open enrollment policies restricts access to black and low-income students, while controlling for distance to nonresident schools.

Race and the Commodification of Stakeholders to Secure Private Dollars: The Case of CMO Leaders Laura Elena Hernandez, Learning Policy Institute

While scholars have delineated the role of private funding in charter schools, less is known about how charter leaders engage funders to secure monetary support. This study fills this gap and investigates charter leaders’ donor outreach, highlighting how race is invoked in that process. I find that charter leaders convey subtle, deficit-laden racial narratives about their stakeholders in donor outreach and often commodify their constituents by offering teachers and students as resources in return for investment.

The Expansion of Exemption: Texas’ Districts of Innovation Sarah Gauthery, Texas AdM Commerce; Meredith Richards, Southern Methodist University

Since 2015, Texas has permitted districts to self-designate as “districts of innovation” (DOIs) and claim the same exemptions as open-enrollment charters (e.g. teacher certification, class size & school calendars). Currently, over 740 of Texas’ districts are DOIs, meaning that three-quarters of all students are enrolled in districts that waive major aspects of education law. In this study, we provide initial evidence of prevalence and distribution of DOI districts and exemptions. We discuss implications for leadership.

The Multiple, Contested Meanings of Diversity: A Critical Policy Analysis of “Intentionally Diverse” Charter Schools Terri S Wilson, University of Colorado Boulder; Huriya Ijabbar, University of Texas - Austin

A growing number of “intentionally diverse” charter schools have been founded across the country. Our study situates diverse charters in the broader charter-school movement, mapping key organizations, advocacy groups, and schools, and unpacking what different stakeholders mean by “diversity” using critical policy and discourse analysis. We describe key differences in how these actors conceptualized diversity, emerging tensions between local and national groups, and the possible political advantages of highlighting diversity in the charter sector.

Facilitator: Sarah Diem, University of Missouri

110. Time Well Spent? How Leaders Focus Their Day
UCEA Annual Convention

Paper Session
9:30 to 10:45 am
Marriott Marquis Houston: Floor 3 - Briargrove B

Participants:

The Relationship Between Time Spent on School Management Tasks and Instructional Leadership Tasks to Leadership Self-Efficacy Juli McBrayer, Georgia Southern University; Summer Pannell, N/A

This study sought to determine if a relationship existed between time spent on management tasks and instructional leadership tasks and administrators’ leadership self-efficacy. Results indicated for every unit increase in time spent on instructional leadership tasks, leadership self-efficacy scores increased by .36 of a standard deviation and for every unit increase in time on school management tasks, leadership self-efficacy decreased by .09. The implications suggested more time dedicated to instructional leadership tasks could enhance leadership.

Principal Time Use in Singapore Tiedan Huang, Fordham University

The present study uses a relative large representative sample from Singapore and focuses on relationships between principals’ time use and process variables such as school climate as well as its subsequent influence on student academic achievement.

Empirical Examination of a Reconceptualization of School Leader Time Use: The School Leadership Time Demands Model Craig Hochbein, Lehigh University; Abby S. Mahone, Lehigh University; Coby Meyers, University of Virginia

For more than a century, researchers have studied how school leaders dedicated their time. As part of their work, school leaders often delegate responsibilities and duties to members of their leadership teams. Yet, the prevalent conceptualization of school leader time use does not account for these interactions. The purpose of this study was to empirically examine a conceptual framework that considers the time use of school leadership teams.

Relationships among Principal Time Use, School Climate, and Teacher Job Satisfaction Hana Kang, Michigan State University; Madeleine Mavrogordato, Michigan State University

This study examines how principal time use patterns affect school climate and teacher job satisfaction, drawing on 2013 U.S. Teaching and Learning International Survey (TALIS). First, using multilevel structural equation model (SEM), this study investigates whether school climate mediates the relationship between principal time use patterns and teacher job satisfaction. Second, applying multi-group SEM, this study examines whether the relationships among principal time use, school climate, and teacher job satisfaction are moderated by school composition.

Time use among principals with STEM instructional backgrounds Virginia Snodgrass Rangel, University of Houston

Building on recent research on principal content knowledge, this study tested whether there is a relationship between principals’ instructional background and their time spent on instructional supervision. Using data from the High School Longitudinal Study, I conducted several tests that identify how content knowledge matters. The analysis found that principals who had taught science or math reported spending significantly more time on instructional management. The findings point to ways to improve principal preparation.

Facilitator: W. Kyle Ingle, University of Louisville

111. Leading for Democracy: Voices from the Field
UCEA Annual Convention

Paper Session
9:30 to 10:45 am
Marriott Marquis Houston: Floor 3 - Kingwood A

Participants:

Assessing School Climate: A Multiple Informant View of Student, Parent, and School Staff Perceptions Lee Morgan, University of Northern Colorado; Anie Cieminski, University of Northern Colorado

School climate impacts outcomes for students including student achievement and healthy youth development as well as benefits school staff and families. This study compared the perceptions of several aspects of school climate using survey data from students, staff, and parents in a large, urban school district. Findings indicated that perceptions of parents and staff were more favorable than those of students. Implications for practice for school leaders will be discussed.

K-12 principals’ roles and perceptions of successful leadership: Voices from the field. Ongaga Kennedy, MISSOURI STATE UNIVERSITY; MARY M OMBONGA, Fayetteville State University

We investigated the roles and perceptions of principals. Drawing

UCEA Annual Convention
Critical Conversations and Networking Sessions
9:30 to 10:45 am
Marriott Marquis Houston; Floor 3 - Kingwood B

This session is designed to create space for participants to learn about and engage in pedagogies of a Community Learning Exchange (CLE). Facilitators from different geographical regions and cultural contexts will share CLE stories as reflective touchpoints. These stories will allow participants to generate deeper understandings of CLE dynamics that support community development. Participants will then share collective understandings of these stories and their own to innovate around local iterations of CLE processes and designs.

Facilitators:
Christopher A Janson, University of North Florida
Matthew Miletello, East Carolina University

113. The Elementary School Principals: Lessons Learned from the NAESP 10-Year Study

UCEA Annual Convention
Special Session
9:30 to 10:45 am
Marriott Marquis Houston: Floor 3 - Meyerland A

Principals responding to the 2018 10-year study conveyed the message that they find the work of leading schools to be a gratifying one. In fact, when asked if they would do it all over again, the majority agreed that they would, and 62.4% indicated that they would recommend the principalship as a career to others. However, their personal satisfaction was offset by their perceptions of the increasing difficulty of the job as well as their concern that public education is having an increasingly difficult time attracting good people to the profession and then retaining them. This session will feature findings from the 2018 NAESP 10-Year Study as well as comparisons to previous 10-year reports.

Presenters:
Earl Franks, National Association of Elementary School Principals
Ed Fuller, Pennsylvania State University
Scott Matthew Richardson, University of Virginia
Andrew Pendola, Pennsylvania State University
Kathleen M. Winn, University of South Carolina
Facilitator:
Michelle D. Young, UCEA & University of Virginia

114. A New Role Emerges For Principal Supervisors: Evidence from Six Urban Districts in the Wallace Foundation's Principal Supervisor Initiative

UCEA Annual Convention
Special Session
9:30 to 10:45 am
Marriott Marquis Houston: Floor 3 - Meyerland B

In 2014, The Wallace Foundation launched the Principal Supervisor Initiative (PSI), a four-year effort to redefine principal supervision in six urban school districts. The motivating hypothesis of the PSI is that changing the role of principal supervisors from overseeing administration and operations to providing instructional leadership can drive improvement in principal effectiveness. This session will present the results of the study of the PSI from its inception in the 2014-2015 school year through spring 2017, describing the emergence of a new role for principal supervisors, documenting districts' experiences and lessons learned. Data for the study include semi-structured interviews with central office personnel, principal supervisors, and principals, as well as surveys of supervisors and principals. A second report will address changes in principal effectiveness.

Presenters:
Meredith I. Honig, University of Washington
Jason A. Grissom, Vanderbilt University
Mollie Rubin, Vanderbilt University
Laura K Rogers, Vanderbilt University
Facilitator:
Ellyn Goldring, Vanderbilt University

115. Leveraging Partnerships to Forward Equitable Education

UCEA Annual Convention
Paper Session
9:30 to 10:45 am
Marriott Marquis Houston: Floor 3 - Montrose A

Participants:
Challenges of Intra-Ethnic Advocacy for Educational Equity in a Latinx Community
Katherine Rodela, Washington State University; Erica Fernández, University of Connecticut

Miguel Angel Guajardo, Texas State University
Francisco Guajardo, University of Texas Rio Grande Valley
This paper explores educational advocacy of nontraditional educational leaders (e.g., nonprofit directors). We examine representative messages used by Latinx leaders as they advocate for Latinx families. While their advocacy led to direct impacts in schools, their messages to local policymakers at times employed deficit ideologies about lower-income, immigrant Latinx families. Findings reveal the complex political binds Latinx leaders and allies encounter, and expand our understanding of nonprofit community leaders’ roles in broader educational equity efforts.

The Role of Black Church/School Partnerships in Supporting the Educational Achievement of African American Students
Reuben McIntosh, Oklahoma State University; Katherine Carry, Oklahoma State University
The purpose of this qualitative case study was to gain an understanding of how a partnership between a Black Church and urban high school supports the educational achievement of African American students engaging in partnership activities. Critical race theory and social learning theory served as theoretical frameworks. Four themes emerged through the analysis of participants’ responses to interview questions, field observations, and document analysis: the importance of relationships, press for equity, community, and commitment.

Bridging an ‘Engagement Gap’: Towards Equitable, Community-Based Technology Leadership
Ethan Chang, UC Santa Cruz
This paper ethnographically investigates the practices that leaders at one technology-based and people of color-led organization in Oakland, California (“InnovateEquity”) enacted to develop a vision of digital, educational, and neighborhood change. I found that bridging an “engagement gap,” historic disparities in who is included in vision-setting processes, represented a key dimension of InnovateEquity’s efforts. I argue for a need to hold “digital divides” in tension with historic “engagement divides,” which influence reform aims worth wanting.

Extending Social Justice Leadership Beyond the School Walls:
Understanding Principal Community Activism
Jason Deric Salisbury, University of Illinois at Chicago; Meagan Richard, University of Illinois at Chicago; Shelby A. Cosner, University of Illinois at Chicago
This critical multiple case study analysis investigates extends our understandings of socially just school leadership by deepening our understandings of the community activism work of principals in one urban school district. Drawing on critical urban theory, findings highlight that principals’ activism can be understood as working to (a) maintain educational opportunities for students in and outside of school; (b) establish connections with political organizations; and (c) advocate for broad community needs.

Bridging the Divide: Leveraging Relationships to Positively Affect Educator Recruitment and Retention in Small Rural Communities
Tena M Versland, Montana State University
This presentation addresses Theme E - Action Oriented Research and Scholarship and offers a model of how leveraging relationships inside and outside the academy can help address the equity issue associated with educator recruitment and retention through a focused effort to bring university students to schools with the greatest need. We also address the potential for this model to bridge the perceived divide between rural communities and institutions of higher education.

Facilitator: Angel M Nash, University of Virginia

116. Facilitating Student Retention in Online Educational Leadership Preparation Programs: Promoting Faculty Dialogue Around Online Learning
UCEA Annual Convention
Critical Conversations and Networking Sessions
9:30 to 10:45 am
Marriott Marquis Houston: Floor 3 - River Oaks A
The coordinators of this session hope to initiate critical conversations among educational leadership faculty regarding online education and how to enhance and maintain successful online communities fostering student engagement and retention. This session is intended for educational leadership faculty affiliated with graduate-level programs offered either exclusively or partially online. A related goal of this session is faculty networking among diverse educational leadership preparation programs that are offered fully or partially online.
Facilitator: Kevin Brady, University of Arkansas
Participants:
John Beuhring Nash, University of Kentucky
Elan N Paulson, Western University

117. Centering Latina School Leaders’ Assets & Experiences for Equitable Leadership and Education
UCEA Annual Convention
Critical Conversations and Networking Sessions
9:30 to 10:45 am
Marriott Marquis Houston: Floor 3 - River Oaks B
This critical conversation centers Latina school leader(ship) as a significant contribution to the practice of equitable school leadership. Latina leaders’ experiences, assets, and challenges remain under examined and undervalued in research and practice. This critical conversation provides a space to share the latest research on Latina school leaders, hear firsthand perspectives from current Latina school leaders to inform recruitment, retention, and scholarly efforts, and discuss the development of an edited book on Latina school leaders.
Participants:
Diana Barrera, Texas State University
Claudia Santamaria, Austin Independent School District
Allison Tamez, Pasadena Independent School District

118. Community-Aware School Leadership for Rural Vitality: School-community partnerships
UCEA Annual Convention
Critical Conversations and Networking Sessions
9:30 to 10:45 am
Marriott Marquis Houston: Floor 3 - River Oaks C
This critical questions and networking session brings together panelists who have conducted research on school-community partnerships in rural areas across the country. School-community partnerships bring rural school leaders and educators together with community members and local organizations to support student success and community vitality. However, questions remain about whose voice are included and to what ends, and how school leaders can contribute to partnerships that are tailored to their communities and support resilience and vitality.
Facilitator: Sarah Zuckerman, University of Nebraska Lincoln
Participants:
Martin Scanlan, Boston College
Peter Miller, University of Wisconsin-Madison

119. Principals Shaping Teacher Practice Through PD/PLCs
UCEA Annual Convention
Paper Session
9:30 to 10:45 am
Marriott Marquis Houston: Floor 3 - Sugarland A
Participants:
Critical Professional Development: Leveraging Book Studies to Promote Racial Consciousness Among White Educators
Van Lac, University of Texas at San Antonio
This qualitative study examines a form of critical professional development (Kohl, Picower, Martinez, & Ortiz, 2015) that leverages a book study approach to engage white educators in issues of race and racism as a voluntary group of 25 high school teachers read a non-fiction text focused on racial disparities at a suburban high school. One preliminary finding indicates that participants develop a raised awareness of the effects of institutionalized racism on Black students in schools.

How Equity, Authenticity, and the Transformative Reading Experience Cultivate Empowerment and Lifelong Reading in Adolescents Teresa Rush, University of Delaware

According to data from the U.S. Department of Education’s 2017 National Assessment of Educational Progress (NAEP), only 35% of 8th graders performed at or above the NAEP proficiency level (The Nation’s Report Card, 2017). For low-income students and students of color, the statistics are even more alarming. In my paper session, I will examine the need for effective reading interventions that best address this performance gap.

Leader Support of Inquiry Through Collaboration in Professional Learning Communities Darin Haack, Iowa State University; Joanne M. Marshall, Iowa State University

Professional Learning Communities (PLCs) are intended to increase teacher collaboration around student assessment and instruction. As UCEA this year asks in its critical mission, “How might we collaborate interdisciplinarily with and beyond our usual partners?” (p. 2), this paper presents data on how teachers in Professional Learning Communities experience collaboration, with specific implications and recommendations for how school leaders can support teachers in developing a collaborative inquiry stance about their professional practice.

Predicting PARCC Algebra and English Language Arts Results from Human and Social Capital Variables Christopher Tienken, Seton Hall University; Jamil Maroun, N/A; Luke Stedrak, Seton Hall University

The purpose was to determine the accuracy of community demographic variables from the U.S. Census to predict the percentage of students in a district who scored proficient or above on the 2016 New Jersey PARCC Algebra 1 and Grade 10 English Language Arts tests. Our models predicted the percentage of students accurately for 75% of the 159 districts in our sample for Algebra 1 and 71% of the districts for Grade 10 English Language Arts.

The Effects of School-Level Factors on Teacher Professional Learning: Evidence from a Highly Centralized Education System Sedat Gumus, Necmettin Erbakan University; Philip Hallinger, N/A; Mehmet Sukru Bellibas, Adiyaman University

This study aims to investigate the effects of school level factors, including principal leadership and teacher trust, on teacher professional learning in Turkey. The participants of this study included 1070 teachers. Multilevel linear regression method was employed to analyze the data. The results showed that the variance for overall teacher professional learning explained by between schools is 8.5 percent. Also, a positive relationship between both individual and school level trust and teacher learning was found.

Facilitator: 
Jiangang Xia, University of Nebraska Lincoln

120. Why We Are Here: Amplifying Student Voices
UCEA Annual Convention
Paper Session
9:30 to 10:45 am
Marriott Marquis Houston: Floor 3 - Sugarland B

Participants: Exploring the Impact and Distribution of Student Voice: A Quantitative Case Study Seyma Dagistan, Pennsylvania State University; Ed Fuller, Pennsylvania State University

The purpose of this paper is to address some of the limitations of the extant research on student voice by employing critical quantitative inquiry. This quantitative study relies on survey data from ten secondary schools in two districts in a northeastern state. Specifically, it is looking at the variation of student voice perceptions across students and teachers; the relationship between student voice engagement, and the variation of student voice perceptions by race, ethnicity and gender.

How Educational Leaders in Rural Communities in Sweden and the U.S. Respond to Newly-arrived Refugees Betty M. Merchant, University of Texas at San Antonio; Olof CA Johansson, Umeå University, Sweden; Helene Karin Arlestrig, Umeå University

Our research examines the responses of school leaders in US and Sweden to the unexpected arrival of an unprecedented number of teenage refugees. We compare the ways in which the American and Swedish principals and superintendents in our study worked with the refugee students and their families, teachers, non-refugee students, community members and social agencies in addressing the academic and social needs of these students.

Predictors of Time to English Learner Reclassification Ela Joshi, Vanderbilt University

A primary goal of federal and state policies is facilitating English Learner students’ timely acquisition of English, also called “reclassification”. This is the first study to examine the relationship between teacher characteristics and students’ time to reclassification. I draw from nine years of longitudinal data from a southern state and employ discrete-time survival analysis. I find that student characteristics, more so than teacher characteristics, predict students’ time to reclassification.

Student Engagement in New Learning Spaces: Students, Teachers and Principals Perceptions Yanira Oliveras-Ortiz, The University of Texas at Tyler; Dalane Elizabeth Bouillion, The University of Texas at Tyler; Elizabeth Asbury, N/A

The current study explores perceptions about the impact the design of learning environments has on student engagement. The study was conducted at two replacement schools where the entire learning community moved from an old building to a new building. Through student focus group, teacher surveys, and principal interviews, the study explores the attributes of design and spaces that students and educators value and perceive as having an impact on their learning and engagement.

Teachers Making Sense of Undocumented Students’ Lived Experiences and Pertinent Policy: A Critical Perspective Chelsea Connery, University of Connecticut; Jennie Weiner, University of Connecticut

This study serves as a starting point to understand teachers’ sensemaking surrounding undocumented students’ experiences to improve social justice leaders’ ability to develop teacher capacity. Utilizing critical race theory and sensemaking as frameworks, we explore how teachers understand what it means for students to be undocumented, policies impacting these students, and their role in relation to them. Emerging findings indicate a continuum of “statusblindness”, suggesting school leaders’ must improve the critical nature of professional development.

Facilitator: Dana L Mitra, Pennsylvania State University

121. It’s About Relationships: Meaningful Family-School Engagement
UCEA Annual Convention
Paper Session
Cultivating Partnerships with Immigrant Families: Schools Leaders as Mediators in a Changing Political Climate
Adriana Villavicencio, New York University; Chandler Patton Miranda, New York University
Immigrant students face unique challenges that can hinder their wellbeing and academic success (Olnec, 2006; Suárez-Orozco, & Todorova, 2008). Under the current administration, there has been a marked increase in both anti-immigrant rhetoric and policy, amplifying the fear and unrest among immigrant students and their families. The purpose of this study is to explore how school leaders have responded to the current xenophobic climate by advocating for students and creating equitable alliances with their families.

Developing Authentic Family-School Partnerships in a Rural High School
Kara Lasater, University of Arkansas
This paper describes a multi-year researcher-practitioner partnership that aimed to improve family-school partnerships within one rural high school. For two years, data has been collected and used to craft systems within the school that facilitated authentic family-school partnerships. These systems involved proactive and ongoing communication with families, professional development for staff, and accountability and support from school administration. These systems, and the collaborative research process used to develop the systems, will be discussed.

Parent-Teacher Relationships: Beyond the Conference
Jessica A Noonan, Oklahoma State University
This narrative study explores family-teacher relationships in a high-poverty school. Data was collected using observation, photo elicitation interviews, and artifact analysis. Findings suggest the participant felt unprepared for relating to families equitably at the outset of her career, but through training and bucking professional tradition, began to create meaningful relationships with students’ families. The theoretical framework draws on the work of Joyce Epstein, Pierre Bourdieu, and Nel Noddings to provide an innovative lens for analysis.

The Types and Influencing Factors of Parental Involvement in School Governance in Rural China
Feng Wei, University of Utah; Yongmei Ni, University of Utah
Parental involvement (PI) is regarded as an important aspect of collective leadership that significantly influences the quality of school improvement. Despite the large scale of Chinese rural education and its unique contexts, little research has examined PI in rural China. This study examines the characteristics of PI in rural China, and how different educational policies and school practices enable or inhibit different types of PI, especially their involvement in school governance and decision making.

Is this a partnership or not? Family engagement as an inclusive practice
Keisha Kayon Morgan, University of Denver
This study examined the family structure as a true partnership. Through the lens of the existing literature and a new theoretical framework, the researcher identified the intersections between family engagement and postsecondary and workforce readiness. Using a case study design, the results revealed that families perceived their engagement as occurring all the time. Families encountered barriers to engagement in postsecondary and workforce readiness but still had high aspirations for their children to succeed.

Facilitator:
Ann M. Ishimaru, University of Washington

122. School Leaders Understanding School Contexts
UCEA Annual Convention
123. Exploring the Educational Policy Context: Federal, State, and Local Perspectives

UCEA Annual Convention
Paper Session
10:55 to 12:10 pm
Marriott Marquis Houston: Floor 3 - Briargrove B

Participants:

De-professionalized and Demoralized: A Framework for Understanding Teacher Turnover in the Accountability Policy Era Meredith Lea Wronowski, Miami University

This study examines the relationship between teachers’ perception of de-professionalization and demoralization and turnover in both public and private school teachers from during the accountability policy era in the U.S. using the SASS and TFS from NCES. I found that the relationship teacher de-professionalization to turnover significantly decreased across the accountability policy period, while the relationship of demoralization to turnover significantly increased, and this relationship is exacerbated for teachers in high-needs school contexts.

Improving Resource Equity Under ESSA Title I: Implications for District and School-Based Fiscal Leadership Chad Lockmiller, Indiana University

Federal policy has focused on improving schools by providing additional resources to schools serving disadvantaged students. The Every Student Succeeds Act requires states to review local resource allocation practices. This paper reports findings from a qualitative study that investigates how state leaders are responding to this new requirement. Undoubtedly, local leaders must rethink their approach to resource allocation. As such, this will require rethinking what fiscal leadership skills leaders are prepared with by preparation programs.

Invisible Limits? How Federal Affordable Housing Policy Shapes Access to School Quality Jennifer Jellison Holme, University of Texas - Austin; Joanna D Sanchez, University of Texas - Austin; Michelle Kennedy, N/A

This paper uses GIS mapping to illuminate the relationship between federal housing assistance utilization by families in Texas and educational opportunity, to better understand the ways in which housing policy shapes access to schools of opportunity for low income families. Through the use of GIS, we are able to perform spatial analysis that captures both educational and housing opportunities as they exist in rural, urban, and suburban neighborhoods across the state.

Stasis and Adaptation in English Learner Policy: State Responses to the Every Student Succeeds Act Jon Christopher Veenis, University at Buffalo, SUNY

The purpose of this study was to analyze the extent to which the Every Student Succeeds Act encourages meaningful change to English Learner policy at the state level. In so doing, the analysis offers (a) an assessment of the overall national landscape where it concerns EL policy, (b) a close examination of selected states, and (c) an analysis of areas where policy is in alignment (or misalignment) with the educational needs of ELs.

The Continued Marginalization of Parents of Color Through Title I Parental Involvement Policy Christine Thelen, Michigan State University

This research uses a Critical Whiteness Studies framework to examine the racial implications of Title I federal parental involvement policy. While this policy is intended to help historically disadvantaged students through the involvement of their parents, a close analysis exposes the many ways in which the white, middle-class norms and values embedded in this document are more likely to actually perpetuate racial inequalities and inequities in schools.

Facilitator:
Julian Vasquez Heilig, California State University Sacramento

124. Meaningful Research on 21st Century Superintendent & District Leadership: UCEA Program Center Special Session

UCEA Annual Convention
Special Session
10:55 to 12:10 pm
Marriott Marquis Houston: Floor 2 - Houston 4

This session will provide an opportunity to address recent chapters written in the first book of a new edited series that will be published by Information Age Press (IAP) by November/December 2018. It will create a place for critical dialogue with some of the 10 chapters included in the first book of the series, Research on the superintendent, entitled. The contemporary superintendent: (Re)Evolution in an era of reform.

Presenters:
Jesus “Chuey” Abrego, University of Texas Rio Grande Valley
Jaime Lopez, University of Texas Rio Grande Valley
Wayne A. Clouse, University of Colorado, Colorado Springs
Al Ramirez, University of Colorado, Colorado Springs
Dallas Strawn, University of Colorado, Colorado Springs
Patrick Radigan, Colorado State University, Pueblo
William Dallas, Fountain Middle School
Caryn M. Wells, Oakland University
Dennis G. Parsons, University of Calgary
Jim Brandon, University of Calgary
Michele Jacobsen, University of Calgary
Denver Jade Fowler, California State University, Sacramento
Barbara Ann Qualls, Stephen F. Austin State University
Mark E. Deschaine, Central Michigan University
Raymond W. Francis, Central Michigan University

Facilitators:
Meredith Mountford, Florida Atlantic University
Leigh Ellen Wallace, University of Wisconsin-Milwaukee

125. Preparing to Lead for Cultural Diversity and Equity

UCEA Annual Convention
Paper Session
10:55 to 12:10 pm
Marriott Marquis Houston: Floor 3 - Kingwood A

Participants:

Developing Cultural Competence in School Leaders Melanie Ann Stefanovic, Florida Atlantic University; Leila Shatara, Florida Atlantic University; Mayssaa Barakat, Florida Atlantic University; Daniel Reyes-Guerra, Florida Atlantic University

The purpose of this causal comparative study is to determine the impact of a principal preparation program focused on leadership for social justice on the development of participants’ cultural competence. Principal preparation programs must prepare culturally competent leaders to equitably serve increasingly diverse student populations. An instrument for pre-testing and post-testing was used to assess the impact of programmatic experiences on students’ cultural competence. Preliminary findings suggest a moderate effect.

Preparing and Supporting Administrators for Culturally Responsive Leadership Kimberly Ann Hartung, Hamline University; Tracy Reimer, Bethel University

Two mid-western principal preparation programs, committed to critical self-awareness and culturally responsive leadership, conducted a qualitative study involving their graduates in new
leadership roles. Semi-structured interviews identified how preparation programs foster and support equitable leadership, which aspects of those programs contribute to leadership successes, and program additions and adjustments to better address the challenges novice leaders face. Additionally, the study identified how collegial supports for new leaders can enhance culturally responsive leadership and equitable practices.

Preparing Teachers and Leaders to Work with Students of Color: A Literature Review
Rachel Roegman, University of Illinois at Urbana-Champaign; Joni Kolman, California State University San Marcos; A. Lin Goodwin, Teachers College, Columbia University; Anjale Welton, University of Illinois at Urbana-Champaign

In this review, we bring together the literature on teacher and principal preparation to examine how preparation programs prepare White candidates to work with students of color. Two theoretical lenses, critical race theory and critical whiteness studies, guide this review, enabling us to center race and unpack systemic aspects of teacher and leader preparation as constructed through racism. Findings highlight similarities, differences, and emerging trends. We conclude with implications for research and preparation programs.

Towards Equitable Educational Leadership: Principal Preparation Policy Differences among States with High or Low-Leverage Policies
Ahmed AbdelRahman, Texas A & M University; Beverly Irby, Texas A & M University; Rafael Lara-Alecio, Texas A & M University; Fuhui Tong, Texas A & M University

In 2015, the UCEA has published a report in which the leverage of state policies regarding to principal preparation policies were analyzed. The findings shows that there are 7 states developed high leverage policies while 11 developed low leverage policies. In this quantitative study, we are analyzing the differences in principal preparation university-based policies in those two groups. The findings show that there are significant differences between the two groups in admission and internship policies.

Towards the Preparation of Culturally Competent School Leaders
James Coaxum, Rowan University; JoAnn B. Manning, Rowan University; Mary C Clark, Carteret Community College; Tevis Bryant, Rowan University

This study examines how one educational leadership preparation program is developing school leaders by building their capacity as culturally competent leaders. The study captures the perceptions and attitudes of the program’s current and former students on how the doctoral program informs a student’s skill to exhibit culturally competent leadership, provide a global perspective in their schools, and critically investigate and pose solutions to social justice issues in educational and policy making environments.

Facilitator:
Detra DeVerne Johnson, University of Louisville

126. Research-Practice Partnerships Across Contexts

UCEA Annual Convention

Paper Session
10:55 to 12:10 pm
Marriott Marquis Houston: Floor 3 - Kingwood B

Participants:
Allying for Instructional Improvement: A discussion of a research-practice partnership in an urban district Sarah Woulfin, University of Connecticut; Britney LeAnn Jones, University of Connecticut

This paper describes a research-practice partnership focused on guided reading instruction in an urban emergent district. We explain how we used innovative techniques to wrestle with questions that matter about reading instruction and instructional leadership. We draw particular attention to our active collaboration with district leaders that forged ties between research and practice. We aim to encourage other scholars to engage in partnerships that catalyze learning and change to benefit educators and students.

Fostering a Coalition between a University and a Low Performing Public School
wowek sean kearney, Texas A&M University - San Antonio; Elizabeth T. Murakami, University of North Texas

This research was conducted in order to identify the strengths and challenges that have emerged after the first year of a partnership between a College of Education and a low performing public school. The study begins by presenting a theoretical framework for University-School collaborations along with a review of the extant literature. Next, background information on the partnership design is presented followed by a discussion of findings including both challenges and successes.

Leadership Development through Design and Experimentation: Learning in a Research-Practice Partnership
Jessica G. Rigby, University of Washington; Stephanie Forman, University of Washington; Alison Fox, University of Washington; Elham Kazemi, University of Washington

A core function of district leadership is providing instructional vision and support. A Research-Practice Partnership focused on elementary mathematics provides the context to study leadership development. We examine the process of one design team of district leaders and university researchers using organizational learning. We found that as the team negotiated the design and implementation of a practical measure aimed at improving elementary mathematics instruction, the team’s learning transformed the tools and routines of its work.

Rural research-practice partnerships for school improvement: Centrality of stakeholder involvement
Elizabeth S. Wargo, University of Idaho; Davin Carr-Chellman, University of Idaho; Kathryn Canfield-Davis, University of Idaho; Kathleen Budge, Boise State University

This study provides an in-depth look at research–practice partnership (RPP) design elements from the first portion of a multiyear school improvement project between rural school districts and universities in a Rocky Mountain state. Following focus groups, sustained observation, and document analysis, the findings indicate RPP progress and outcomes are woven into the tapestry of local rural communities. The primary implication for RPP design is the importance of involving rural community stakeholders.

Facilitator:
Karen L. Sanzo, Old Dominion University

127. Opening the "black box" on UCEA's Exemplary Educational Leadership Preparation Programs

UCEA Annual Convention

Special Session
10:55 to 12:10 pm
Marriott Marquis Houston: Floor 3 - Meyerland A

For the past eight years, UCEA has invited programs to apply for the Exemplary Educational Leadership Preparation (EELP) Program Award, and thus far five programs have been identified as exemplary. UCEA has worked to share information on these programs broadly through convention sessions, study visits, and special issues of the Journal of Research on Leadership Education (JRLE). This session will highlight three of the award winning programs and focus on what it is that makes them special, with a particular focus on the Powerful Learning Experiences (PLEs) that are offered through these programs.

Presenters:
Susan Koreach, University of Denver
128. Center for the Advanced Study of Technology Leadership in Education Session: Consortium for CANLEAD

UCEA Annual Convention

Special Session
10:55 to 12:10 pm

Marriott Marquis Houston: Floor 3 - Meyerland B

This CASTLE session will be a discussion about the proposed grant work of CANLEAD. In Spring 2018, we applied for a Department of Education Supporting Effective Educator Development (SEED) grant. This session will detail the proposed scope of work and detail how school technology leadership scholars from across the country are working collaboratively to improve educational outcomes through the use of technology.

Presenters:
Alex J Bowers, Teachers College, Columbia University
Vincent Cho, Boston College
Jonathan Cohen, N/A
Monty Jones, N/A
Scott McLeod, University of Colorado Denver
Nicholas J Sauers, Georgia State University

Facilitators:
Jayson W Richardson, University of Kentucky
Sara Dexter, University of Virginia

129. The Sum of Our Parts: Program Level Design

UCEA Annual Convention

Paper Session
10:55 to 12:10 pm

Marriott Marquis Houston: Floor 3 - Montrose A

Participants:

Social Justice in Leadership Preparation: A Review and Archaeological Analysis Tanya A Long, Texas State University; Michael P O’Malley, Texas State University

The purpose of this integrative review (Torraco, 2005) was to identify literature that presented discourses surrounding the concept of social justice as it intersects with educational leadership preparation and to investigate the concept of social justice from within this literature in order to better understand how social justice is situated within this field. This review was framed by an archaeological analysis (Schurich, 1994) investigating the textual and discursive power of these research texts (Ball, 1997).

Increasing Principal Preparation Candidates’ Awareness of Biases in Educational Environments Karen Diane Jones, East Carolina University; Marjorie Ringler, East Carolina University

This presentation examines how a principal preparation program challenged the beliefs of candidates working in a rural context about topics such as religion, LGBT, race, and language by engaging in cultural explorations embedded in an internship. The approach to principal preparation had candidates analyze and engage in theoretical and cultural explorations embedded in an internship.

Urban Principal Pipeline Academy: Recruiting and Preparing Principals for Racial Equity Leadership

Melissa Krull, Minnesota State University, Mankato; Candace France Raskin, Minnesota State University, Mankato

This phenomenological qualitative study examined experiences of a race-based Minnesota Urban Principal Pipeline program. Emphasis was placed on how the program impacted the participants’ personal leadership journey racially and their preparedness to lead racially diverse schools upon completion of the program. Data from racial affinity focus groups summarized the lived experiences of aspiring school principals in the program. Four foundational theories framed the research: intentional recruitment, removing barriers for principal candidates, race-based pedagogy, and district/university partnership.

The IMPACT Fellowship Program: A Unique Partnership Redefining Educational Leadership Preparation

Ed Bengtson, University of Arkansas

This study examined the partnership constituting the IMPACT Fellowship Program at the University of Arkansas. The sense of value and influence the partnership has had on the first two cohorts of students and their schools was explored as was the impact the IMPACT Fellows program on the university program and the Teacher Leader Institute. Findings suggest the partnership between the university, Teacher Leadership Institute, and the participating schools was beneficial to all actors involved.

Examining Career Pathways into and out of Leadership Preparation Programs

BRADLEY DAVIS, The University of Texas at Arlington

The knowledge base concerning the career outcomes of leadership preparation program (LPP) attendees is scarce. Even more limited, is the amount of research on the career trajectories that bring aspiring leaders into LPPs in the first place. Using rich, longitudinal data from Texas, I utilize alluvial diagramming to visualize the career arcs of greater than 12,000 LPP attendees, with particular interest paid to the influence of sex, race, and employment upon the opportunities afforded them.

Facilitator:
Decoteau J. Irby, University of Illinois at Chicago
needle (Gándara, 1982). For every 100 Latinas who begin school less than
one percent complete a doctoral degree (Buriaga, et al., 2010). This series
continues to build a space for Latina scholars to share their experiences and
develop a network of support, writing, and inquiry. This plática is the
fourth in a series of muxerista-focused will focus on reclaiming our
academic lives.

Facilitator:
Monica Byrne-Jimenez, Indiana University

Participants:
Rebeca Buriaga, San José State University
Erica Fernández, University of Connecticut
Rosa Rivera-McCutchen, Lehman College CUNY
Adriana Villavicencio, New York University
Soribel Genao, CUNY Queens College

132. Revolutionizing Collaborative Research: 20-Year Story of a
Successful Research Team Supporting Equitable Leadership, Research, and Practice
UCEA Annual Convention
Critical Conversations and Networking Sessions
10:55 to 12:10 pm
Marriott Marquis Houston: Floor 3 - River Oaks C

This networking session presents a living story six researchers who
operated as a collaborative learning community for over 20 years. The
researchers offer background of their collaboration, and highlight
strategies, supports, challenges and benefits of collaborative research. Their
story illustrates an effective and productive process that reflects shared
expertise, decision making, and ownership for sustainable change.
Participants will engage in dialogue related to these highlighted area and
share their own personal experiences.

Facilitators:
Dianne F. Olivier, University of Louisiana at Lafayette
Jane B Huffman, University of North Texas
D’Ette Cowan, SEDL
Kristine Kiefer Hipp, Cardinal Stritch University

133. Informed Feedback: Using Teacher Evaluations to Progress
Educational Practices
UCEA Annual Convention
Paper Session
10:55 to 12:10 pm
Marriott Marquis Houston: Floor 3 - Sugarland A

Participants:

Reframing Conversations about Teacher Quality: School Administrator Perceptions of an Evaluation System’s Standards of Effectiveness Noelle A. Paufler, University of North Texas; Chris Clark, University of North Texas

In changing accountability contexts, policymakers have an
opportunity to reframe conversations about teacher quality. This paper
examines school administrators’ perceptions of a new teacher evaluation system in a large, suburban district in Arizona
to better understand the standards they use to measure system
effectiveness (purpose, fidelity of implementation, and adaptiveness). As part of a larger study including teachers,
findings can inform policymakers seeking to reform teacher evaluation frameworks to emphasize professional growth over
high-stakes consequences.

Using Multi-Rater Feedback as Part of a Statewide Principal Evaluation System Summer Pannell, N/A; Juli McBryer,
Georgia Southern University

This study explored the relationship between principal self-efficacy and assessment scores of their certified staff when
grouped by school accountability rating. Findings indicated principals of schools with the highest accountability rating
received the highest average scores in both self- and certified
staff rater types. As the school accountability rating decreased,
the mean of the certified staff scores and the principals’ self-
assessment scores decreased, with the exception of self-
assessments of principals of the lowest performing schools.

Creating Spaces for Growth: School Administrator and Teacher Perceptions of a New Teacher Evaluation System Noelle A.
Paufler, University of North Texas; Kelley King, University of North Texas; Ping Zhu, University of North Texas

Despite federal policy changes, states are still mired in debate
about how to evaluate teachers. This study examined school
administrator and teacher perceptions at one high school in a
large district in Texas regarding their new evaluation system.
Findings suggest participants share a common focus on growth;
however, the system’s novelty and complexity pose
implementation challenges and negate potentially positive
impacts. Leadership preparation programs must prepare
administrators to coach teachers in ways that promote growth.

Why Principals Often Give Overly High Ratings on Teacher Evaluations Haim Shaked, Hemdat Hadarom College of Education

Recent research found that principals who are required to
evaluate their teachers often give overly high ratings. This study
explored 39 Israeli principals’ considerations while evaluating
teachers. Four considerations emerged: (1) time
constraints/prioritization; (2) evaluation’s ineffectiveness for
improving teaching; (3) the imprecision of teacher evaluation
measurements; and (4) impingement on interpersonal
relationships. This study demonstrated how principals serve as
mid-level policymakers by actively buffering, rather than
bridging, the policies imposed on their schools from above.

Special Education Teacher Evaluation: A Comparative Analysis of Case Studies Conducted in Texas and Arizona Barbara L.
Pazey, University of North Texas; Noelle A. Paufler,
University of North Texas; Jennifer Zazula, University of North Texas

Qualitative and quantitative data were extracted from two
separate studies conducted in Texas and Arizona. We present the
results of both studies to inform educational leadership
researchers and practitioners about how special education
teachers and administrators in both states navigated the
challenges they encountered when attempting to evaluate special
education teachers with a uniform teacher evaluation protocol
instrument. School leaders’ responsibilities and proactive
recommendations that enact equitable leadership practices for
special educators are provided.

Facilitator:
Daniel Bowen, Texas A & M University

134. Learning for Leadership: Development and Practice
UCEA Annual Convention
Paper Session
10:55 to 12:10 pm
Marriott Marquis Houston: Floor 3 - Sugarland B

Participants:

Continuing the ISSPP: A multi-case qualitative study of early
college high school principals in North Carolina Hattie Lee
Hammonds, Clemson University; Hans Klar, Clemson
University

The purpose of this qualitative, multi-case study was to examine
how three early college high school principals successfully led
schools that promoted the success of the first generation students,
students of color, and lower-income students they served. This study
extends research from the International Successful School
Principals Project (ISSPP), an international research on
principals from around the world. Principals were examined
through two lenses: the traditional role of principals and
Distributed Leadership in Action: A High-Performing Elementary School Adopting Dual Language Education

David DeMatthews, University of Texas - El Paso; Elena Izquierdo Izquierdo, University of Texas - El Paso

This qualitative case study examines distributed leadership at a high-performing elementary school located on the U.S.-Mexico border. The principal's role in distributing leadership is a key focus, but teacher leaders and teacher teams were not ignored. Interviews, observations, and focus groups were conducted over one school year. Findings identify key leadership actions as well as significant challenges associated with implementing a culturally responsive reform through a distributed leadership approach.

Learning-Focused Leadership in High Schools: A Pathway to Closing Achievement Gaps

Marni J. Davis, University of Utah

This study follows the principals of two comprehensive, public high schools and the pathways each uses to reach equitable student learning outcomes for marginalized students of color and those living in poverty. By applying the framework of Learning-focused Leadership as conceptualized by Copland and Knapp (2006) the initial findings illuminate how these two principals use relationships to help them establish a focus on learning, build community and share instructional leadership responsibilities.

Learning to Lead Deaf Education: Aspiring Administrators in Residence Engage Public Schools on Equitable Education

Irma Laura Almager, Texas Tech University; Fernando Valle, Texas Tech University; Catherine A. O’Brien, Gallaudet University; Dusty Palmer, Texas Tech University

This study advances the work of inclusion in principal preparation advocating for equitable education for deaf children in schools. The participants in this study are aspiring principals in a residency program where a strong concentration on the knowledge and work to lead equitable and socially just instructional leadership for marginalized school populations. The study uncovers aspiring principal awareness, best practices, and the complex challenges leaders face every day in public schools advocating for marginalized populations.

Prosthetic Organizational Routines: School Districts’ Use of Online Platforms to Facilitate Joint Work

Christopher Harrison, Montana State University, Billings; Lok-Sze Wong, University of Michigan; James Spillane, Northwestern University

The last few decades have seen a steady pattern of decentralization in school districts. As a result, district leaders are faced with a thorny challenge: how to coordinate the complex work of instructional improvement among an increasingly dispersed and independent collection of actors within their organization. This study highlights a set of tools that have helped leaders to supplement traditional work routines in the face of resource constraints and the challenges of operating at scale.

Facilitator: Irene H. Yoon, University of Utah

135. Schools Matter: School-level Policy

UCEA Annual Convention

Paper Session
10:55 to 12:10 pm
Marriott Marquis Houston: Floor 3 - Westchase

Participants:

Dual Enrollment Participation: Goals of Equity, Efficiency, and Excellence
Stephen Kotok, St. Johns University

The purpose of this study is to examine national trends around dual enrollment for high school students and to consider how these trends relate to educational leadership. We utilize the most recent nationally representative data, the High School Longitudinal Study to examine which student characteristics are most associated with dual enrollment participation. A logistic analysis is considered in relation to policy goals of equity, efficiency, and tracking.

Legislating What Matters: Comparing Policies in Two New Immigrant Destinations Schools’ Responses to Immigrant Students

Kristina Brezicha, Georgia State University

This exploratory case study examines two new immigrant destinations (NID) which in the past 20 years experienced a rapid influx of immigrants. Analyzing the federal, state, district and school-level policies allow for an understanding of the framing of immigrant students. Interviews with immigrant students in these communities show how these policies shape their schooling experiences. The paper concludes by discussing how NID school leaders can effectively respond and work to craft more equitable policies.

School District Policy for Racial Equity: A Review of the Literature

Taylor Nicole Allbright, University of Southern California

Racial inequity is a longstanding problem in American education. District leaders have pursued numerous equity-oriented reforms, yet these efforts reflect varying assumptions about what equity means and how it can be achieved. In this literature review, I describe how school districts have sought to further racial justice, and I critically examine the research base on these efforts. This review advances our understanding of how leaders and researchers can promote racial equity in education.

The Impact of Differentiated Accountability on Student’s Academic Achievement

Changhee Lee, University of Wisconsin-Madison

Differentiated Accountability has received considerable attention from scholars and policy makers. In spite of significant changes to the accountability system, only a handful of studies have examined the causal impact of these reforms on student achievement and other educational outcomes. This paper, using Florida’s student-level data, examines the effects of differentiated accountability plan on high school student's achievement in reading and mathematics.

What school characteristics attract applicants to teaching positions? Evidence from Wisconsin teacher labor market

Minseok Yang, University of Wisconsin-Madison; Hyunwoo Yang, University of Wisconsin-Madison; Peter Trabert Goff, University of Wisconsin-Madison

There has been little research as to school characteristics that attract teachers to apply for vacant positions. Investigating job application processes will provide new perspectives on how to manage the ‘revolving door’. With large-scale application data of Wisconsin, we found huge differences in the number of applicants according to school characteristics. The results suggest more attention is needed on pulling factors in the teacher labor market.

Facilitator: William Black, University of South Florida

136. Reconsidering Discipline Practices in Ways that Change Leaders’ Approaches

UCEA Annual Convention

Paper Session
12:20 to 1:35 pm
Marriott Marquis Houston: Floor 3 - Briargrove A

Participants:

In-School Exclusionary Discipline & the Influence of School Leadership
Kathryn Elizabeth Wiley, University of Denver
Aligned with UCEA’s 2018 theme to Revolutionize the Future through Equitable Leadership, this paper provides a cautionary tale for education leaders. Specifically, I used ethnographic data and examined how six key areas of school leadership (policies, norms, professional learning, racial awareness, and resources, and relationship building) were connected to the use of in-school exclusionary discipline and racial discipline gaps.

Student violence and the re-emergence of Ubuntu values in school governance in Kenya Teresa Wasongo, Northern Illinois University

The paper seeks theoretical explanations and remedial approaches to persistent school unrest and violence (SUV) among Kenyan secondary schools. Investigators focus primarily on factors external to students’ locus of control including exam pressure and school leadership. While these explanations diminish students’ capacities to engage in purposeful political action, greater efforts should be on the psychological impacts and students’ response to perpetual state of nervousness and dissatisfaction that comes with poor conditions of learning and authoritarian.

Leaders supporting learning: Conditions supporting school discipline reform Kathryn Elizabeth Wiley, University of Denver; Yoli Anyon, University of Denver

This paper showcases how school leaders implemented district discipline reform. Situated within the literature on school discipline and school leadership, and using an organizational learning perspective, we conducted case studies of seven schools to assess the conditions that supported reform implementation. Findings show that leaders leveraged professional learning, created positive peer pressure among school staff, and demonstrated determination in the face of staff resistance and pushback.

A Qualitative Look at Administrator Implicit Bias in School Disciplinary Decisions Gina Laura Gullo, Lehigh University

Following a study finding implicit bias in school administrators explained differences in discipline severity by students’ perceived race, the present study interviews prior participants to better understand their discipline decision-making processes and how implicit bias might influence such decisions. Seven administrators were interviewed with transcriptions analysed using a constant comparative analysis. Findings reveal the importance of relationships and recidivism in disciplinary decisions and the potential for implicit bias interference.

Implementing Restorative Justice Practices in Middle School Zorka Karanxha, University of South Florida; Michael Bailey, University of South Florida

This is a longitudinal case study that examined the implementation of restorative justice practices in a middle school. Data were collected from four school district administrators, two assistant principals, three teachers, and site visits collected over a two year period. Major findings include divergence in visioning; Good intentions rooted in deficit views of the students, families and community; School principal resistance; and difficulty in shifting from punishment to restoring and building community.

Facilitator: Floyd D. Beachum, Lehigh University

137. Voice and Justice: Students’ Perspectives Informing Leaders’ Work

UCEA Annual Convention
Paper Session
12:20 to 1:35 pm
Marriott Marquis Houston: Floor 3 - Briargrove B

Participants:
Chicanas Traversing Identity Appropriation in College Settings
Graduate Student Testimonials Amanda Jo Cordova, University of Texas at San Antonio

This qualitative inquiry is grounded in Chicana Feminist Epistemology to explore how participant interpretations about their intersectionality informs their thinking about college trajectories and leadership development as Chicana educators. Four Chicana college students enrolled in Educational Leadership programs engaged in eight collaborative sessions employing plática and reflexión to weave testimonios about the appropriation of their identity in college settings, and the process re-claiming of their identity for their academic success and development of authentic leadership.

Impacts of Student Voice on Student Perceptions of Tolerance and Inclusion Sreyma Dagistan, Pennsylvania State University; Lorraine Taylor, Pennsylvania State University; Ed Fuller, Pennsylvania State University

The purpose of this paper is to remedy the paucity of research examining the relationship between student voice and schools characterized by tolerance and inclusivity. Analyzing quantitative data from two medium-size districts in a northeastern state, this study examines the following research question: Is student voice associated with student perceptions of tolerance and inclusivity?

Schooling Experiences of Latinx Students Living at the Intersections of Ethnicity, Gender, and Immigration Sung Tae Jang, Education University of Hong Kong

Based on a critical quantitative intersectionality framework, this study examines the relationship between Latinx students’ multiple intersecting social categorizations (i.e., gender, ethnicity, and immigration status) and their experiences and educational aspirations. This study focuses on students’ exposure to high-quality teachers as the schooling experience. Furthermore, It uses students’ intention to enter higher education as a measure of educational aspirations.

Students as Stories or Categories: Two Inquiry Teams’ Interactions around Race-Based Disparities Petra Callin, Lewis and Clark College; Mollie Galloway, Lewis & Clark College

This study explored how two inquiry teams, engaged in a reform effort to identify and counter race-based disparities, interacted to reproduce or thwart normative practices. Using tools of interaction analysis, we show how two different talk patterns shaped the inquiry process and took each team away from, rather than toward, identifying changes in their classroom and organizational practices to address root causes of the disparities. We discuss implications for inquiry processes focused on racial inequities.

The School Perceptions of African American Males and the Need for Culturally Responsive School Leadership Wil Greer, California State University, San Bernardino

This study explored the perceptions of African American males in high school. Hierarchical regression and focus group interviews were used to analyze data (n = 114) from a larger study. Findings suggest that students’ perceptions were influenced by support for advanced placement courses, teacher patience, student-teacher relationships, and fair discipline. Building the critical consciousness of school leaders and teachers, and systematizing equitable outcomes for students of color are among the recommendations.

Facilitator: Terri Nicol Watson, The City College of New York (CUNY)

138. Learning to Lead: Principals in Diverse Contexts

UCEA Annual Convention
Paper Session
12:20 to 1:35 pm
Marriott Marquis Houston: Floor 3 - Kingwood A
Participants:
Are They Similar or Different? Identifying Leadership Skills and Traits Necessary to Lead High-Poverty Schools Hajime Mitani, Rowan University; Cecile Sam, Rowan University Recent studies of principal evaluation systems found a negative correlation between school poverty status and principal evaluation scores. This may suggest that the current evaluation systems do not reflect unique challenges that principals serving high-poverty schools face, leading to a downward bias in evaluation scores. We investigate what challenges these principals face, and what leadership skills and traits they think are necessary to run their schools successfully through qualitative interviews of principals in New Jersey.

Examining Principal Behaviors Outside Large Metropolis School Districts Abby S. Mahone, Lehigh University; Craig Hochbein, Lehigh University Since the professionalization of the principalship, researchers have been interested in how principals spend their time. Despite 100 years of research and seemingly homogeneous findings, gaps in the literature and methodological limitations, including small, unrepresentative samples and abbreviated observational periods, have warranted continued study of principal time use. Stressing the importance of context’s interaction with school leadership, the purpose of this study was to investigate how modal principals in the United States allocated their time.

Leading on the Edge: Principal Leadership in Challenging Chinese Contexts Cathy Ping XIC, The University of Nottingham This study reports how reemployed principals enacted their leadership in low-performing Chinese state schools to improve student learning within their six-year principalship. Case study approach was employed and the principals were sampled purposively. Data were collected by means of documents, a questionnaire survey, and semi-structured interviews. The findings show these schools were in different improvement phases, with different strategies at the same period of their journey, and also similar foci in different phases.

Learning to lead school improvement: An analysis of rural school leadership development Hans Klar, Clemson University; Kristin Huggins, Washington State University; Parker Morse Andreoli, Clemson University; Frederick C. Buskey, Clemson University This paper is a study of a three-year leadership development initiative designed to enhance the leadership capacities of 10 school leaders from a consortium of rural, high-poverty school districts. The initiative provided cross-district, job-embedded, and personalized leadership development through leadership coaching in a professional community. The findings highlight what the leaders learned about creating an inviting culture, enabling distributed leadership, planning systematically for change, and approaching school improvement with a new mindset.

Rural Principal Leadership and Teacher Autonomy: A Case Study Analysis Rachel Chamberlain, University of Minnesota A case study of a rural Wisconsin school explores how leadership practices of rural school principals impact teachers’ sense of autonomy. The results of the study show that the relationship between a school’s principal and teachers has an effect on teacher autonomy and motivation to increase student outcomes. This case study has implications for rural school districts interested in strengthening factors, such as principal leadership, that impact teachers’ job satisfaction and retention.

Facilitator: Gaëtane Jean-Marie, University of Northern Iowa

139. The Engaged Community: The Role of Authentic Collaboration in Engaged Partnerships UCEA Annual Convention Paper Session 12:20 to 1:35 pm Marriott Marquis Houston: Floor 3 - Kingwood B Participants:
Centering Students in the Community: Building Capacity for School Improvement Efforts through Community Connections Wesley Henry, Cal State, Monterey Bay This paper explores the efforts of rural administrators to link students with the local community. Previous research on the visibility of rural administrators and rural school-community connections are discussed. Findings indicate that bolstering the prominent role of students within the local community supports rural administrators’ learning improvement agendas by building capacity and buy-in for their improvement efforts within the community, linking students with opportunities that the school alone cannot provide, and securing additional resources.

New Opportunities for Meaningful Partnership with Stakeholders: Stories of Successful High Need Schools in Nepal Chetanath Gautam, Delaware State University; Charles L. Lowery, Ohio University This case study provides an inclusive portrait of successful high-need (HN) school leadership in Nepal. Study of the schools examined details about student learning, organizational practices, and the contextual environment of successful HN Schools to consider what may benefit other schools in similar context and culture. Special focus of this case study was to explore school-stakeholders partnership in successful HN schools after a heighten local control of schools under new constitution of Nepal.

Small Steps: Walking to Learn, Learning to Connect in a Local Urban Neighborhood Craig Peck, University of North Carolina at Greensboro; Yucine Kout, University of North Carolina at Greensboro We report on our efforts to learn more about and become more connected to a neighborhood that borders the campus of a city-based state university. Using a structured but adaptable qualitative approach, we gathered data by walking, through conversations, and by accessing supplementary informational sources. Key findings include significant community educational assets exist and fading evidences of past community-engagement initiatives linger. We conclude by describing two future collaborative initiatives that are based on our findings.

Community Engaged Scholarship: Partnering with a Community-Based Technology Program Elizabeth Gil, St. Johns University Community-engaged scholarship describes work done in partnership with communities, reflecting the community partner’s voice. This paper analyzes a community-engaged service and practice experience in collaboration with a volunteer-run technology program. Immersion in the partner’s space gave the author the opportunity to understand context by listening and learning in order to respond to program needs. The partnership was successful due to partners having a shared vision, clear communication, and respect for one another.

Facilitator: Martin Scanlan, Boston College

140. What No One Ever Tells you about Surviving and Thriving in the Educational Leadership Professorate: A Frank and Open Conversation UCEA Annual Convention Special Session
12:20 to 1:35 pm
Marriott Marquis Houston: Floor 3 - Meyerland A
The UCEA Standing Committee of Retired and Retiring Faculty Members and administrators engage in an interactive confidential dialogue with session participants, in which they share their insights on challenging issues within the academy, such as institutional differences regarding retention conflict, requirements, and contextual dynamics. Discussion will also address how to deal with difficult colleagues and administrators as well as responding to sensitive issues, and forming professional alliances.

Presenters:
Bruce Barnett, University of Texas at San Antonio
Leonard C. Burrello, University of South Florida
Beverly Calvo, University of Texas - El Paso
Gary Crow, Indiana University
Margaret Grogan, Chapman University
Steve Gross, Temple University
Martha McCarthy, Loyola Marymount University
Martha N. Ovando, University of Texas - Austin
Diana G Pounder, University of Utah
Joan Poliner Shapiro, Temple University
Paula Myrick Short, University of Houston

141. Context Matters: Building Educational Leadership In Chile
UCEA Annual Convention
Symposium
12:20 to 1:35 pm
Marriott Marquis Houston: Floor 3 - Meyerland B
Chile is a Latin American country that has mixed educational results. This has resulted in the greatest educational coverage in the region in basic and secondary education, with student access and retention rates comparable to OECD countries. The segregation of students is the highest of the OECD countries, with little social mix and having different educational establishments that cater almost exclusively to students and families of a determined socio-economic level.

Participant:
Efforts in Building Capabilities Andrea Horn, Universidad Alberto Hurtado, Chile
In recent years, a set of educational reforms have been implemented that involve new actors in our school system as well as new skills and practices on the part of the existing ones: the conception of continuous improvement, that goes beyond the establishment, collaborative work in the school and with other educational institutions within the network, professional development of teachers, formative promotion of coexistence, creation of participatory and inclusive cultures, to name a few.

Facilitator:
Joseph Flessa, OISE/University of Toronto

Participants:
Cristián Cox, Universidad Diego Portales, Chile
Jose Weinstein, Universidad Diego Portales, Chile
Andrea Horn, Universidad Alberto Hurtado, Chile

142. From Intern to Instructional Leader: Rethinking the Internship
UCEA Annual Convention
Paper Session
12:20 to 1:35 pm
Marriott Marquis Houston: Floor 3 - Montrose A
Participants:
A Model-Based Approach to Validating an Internship Program

Indicators as Social Equations: Using Structural Equation Modeling
Nahed AbdelRahman, Texas A & M University; Beverly Irby, Texas A & M University; Rafael Lara-Alecio, Texas A & M University; Fuhai Tong, Texas A & M University
A field-based internship is identified as the most valuable part of either principal and superintendent preparation programs (Davis & Darling-Hammond, 2012). In this study, we employed structural equation modeling to assess the relationships between internship policies and the admission, the university-district partnership and the course-integration policies. A survey was developed, validated, and distributed among the chairs of principal preparation programs in the public universities across the United States. 193 participants responded to the survey.

An Examination of Field Experience Structure on Principal Effectiveness as Instructional Leaders
Summer Pannell, N/A
This study sought to examine the impact on student achievement of principals who completed a traditional principal preparation program with a 400-hour field experience requirement and those who completed a grant-funded alternate principal preparation program with a 180-day, full-time internship within the same university. While the results of this study suggested graduates of both programs positively impacted student achievement, there was no significant difference in student growth residuals by type of field experience structure.

Aspiring Leader Internship Experiences in a Full Time and Online Internship
Pamela A. Angelle, University of Tennessee at Knoxville; Jim McIntyre, University of Tennessee at Knoxville
The purpose of this study was to examine two approaches to the principal preparation internship, one a full-time internship and one for an asynchronous online program. We surveyed principal interns, mentors, and university facilitator perceptions regarding the extent to which intern experiences supported mastery of professional standards. Rather than following a list of tasks, the study found that providing individualized experiences within a support network will best prepare aspiring leaders to master the professional standards.

Preparing School Leaders: Building Roads and Bridges to Leadership via Summer Leadership Institutes
Donna M. Drury, Texas A & M University; Beverly Irby, Texas A & M University; Rafael Lara-Alecio, Texas A & M University; Fuhai Tong, Texas A & M University; Sharon Demorin, Texas A&M University; Elsa G Villarreal, Texas A & M University; Kristyn Deann Smith, Texas A & M University
The Accelerated Preparation of Leaders for Under-served Schools (A-PLUS) project seeks to prepare 200 practicing principals and school leaders (campus leadership teams) for building instructional capacity at the campus level in the education of English Language Learners and Low Income Students via a Summer Leadership Institute (SLI) with a cohort of 100 each over two summers. This presentation will focus on the preliminary qualitative data of Campus Improvement Plans (CIP), pre and post SLI.

Strengthening the Principal Preparation Clinical Experience: The Importance of Brokering through Leadership Coaching
Shelby A. Cosner, University of Illinois at Chicago; Craig Warner De Voto, University of Illinois at Chicago; April Andry Rah’man, N/A
Drawing from multiple interviews with two cohorts of aspiring principals (N = 20) and their designated university leadership coaches (N = 5), authors found coaches play an important role in strengthening the nature and quality of the clinical experience. Particularly, they found leadership coaches act as brokers between university faculty/staff and mentor principals. Towards these ends, five brokering functions with potential for...
strengthening the clinical experience are highlighted.

Facilitator:

Ann O'Doherty, University of Washington

143. **Queer Perspectives on Socially Transformative Possibilities within the Contemporary Educational Landscape**

UCEA Annual Convention

Critical Conversations and Networking Sessions

12:20 to 1:35 pm

Marriott Marquis Houston: Floor 3 - River Oaks A

In this session, our plan is to create space for a critical conversation around queer perspectives on socially transformative possibilities in the contemporary educational landscape. This conversation will be facilitated by a panel of scholars whose research and practices focus on interrogating social inequities through and across multiple categorical perspectives.

Facilitators:

James W. Koschorrek, Texas State University
Jim Allen, Northern Kentucky University
Judy Alston, Ashland University
Colleen A. Capper, University of Wisconsin-Madison
Frank Hernandez, Southern Methodist University
Hilary Lustick, Texas State University
Michael P O'Malley, Texas State University

144. **'Middle Word' Scholarship: Cultivating Research Relations Rooted in Struggles for Justice**

UCEA Annual Convention

Critical Conversations and Networking Sessions

12:20 to 1:35 pm

Marriott Marquis Houston: Floor 3 - River Oaks B

This critical conversation explores the possibilities of equity-oriented, collaborative, community-based research within the limits of prevailing university incentive structures. We extend Lipsitz's (2016 June 30) notion of “middle word” scholarship: a praxis of research engagements that insists scholars play a mediating role with/in community struggles for educational and social change. An intergenerational panel of engaged researchers will facilitate an interactive dialogue that aims to cultivate alternative ways of knowing and being within the academy.

Facilitators:

Ethan Chang, UC Santa Cruz
Kimberley Jenkins, Miami University

Participants:

Ann M. Ishimaru, University of Washington
Dessynie Edwards, Texas A & M University
Gary L. Anderson, New York University
Hollie Mackey, University of Oklahoma
Linda C. Tillman, University of North Carolina at Chapel Hill
Muhammad Khalifa, University of Minnesota
Sonya Douglass Horsford, Teachers College, Columbia University
Terrance Green, University of Texas - Austin

145. **Who Controls Education Administration**

UCEA Annual Convention

Critical Conversations and Networking Sessions

12:20 to 1:35 pm

Marriott Marquis Houston: Floor 3 - River Oaks C

The critical conversation is organized around perspectives reflected in different chapters in an upcoming edited book. Session participants engage issues related to: 1) Institutional Production, which considers the nature of institutions and market control, 2) Academic Drift, which considers the content of the curriculum and the forces controlling curriculum, and 3) Epistemic Drift, which considers the disciplinary norms related to knowledge production and control in the regulatory state.

Facilitators:

William Black, University of South Florida
Arnold Danzig, San Jose State University/Arizona State University

Participants:

Casey D. Cobb, University of Connecticut
Margaret Terry Orr, Fordham University
Frank Perrone, University of New Mexico
Valerie Anne Storey, University of Central Florida
Jonathan Damianti, Nagoya University of Commerce and Business
Douglas M Wieczorek, Iowa State University
Anjale Welton, University of Illinois at Urbana-Champaign
Rhoda Freelon, Spencer Foundation
Rollin Dean Nordgren, National University, La Jolla, California

146. **Mentoring and Supporting Teachers and Principals: Beyond Human Resource Practice**

UCEA Annual Convention

Paper Session

12:20 to 1:35 pm

Marriott Marquis Houston: Floor 3 - Sugarland A

This study uses a utility analysis to examine college students’ perception of the relative importance of different employment factors for consideration of teaching at hard-to-staff rural districts. Administrative support was identified as the most important attribute. Future research should seek to identify the administrative support functions that are most critical so that leadership preparation programs can embed them in their leadership development efforts and thereby increasing the equity of educational leadership distribution in the field.

A Study of Teacher Growth, Supervision, and Evaluation in Alberta: A Comparison of Perspectives Carmen P. Mombourquette, University of Lethbridge; Pamela Adams, University of Lethbridge; Jim Brandon, University of Calgary; Dennis G. Parsons, University of Calgary

We report on a study conducted in Alberta, Canada. Three universities in the province joined forces to review Alberta's Teacher Growth, Supervision, and Evaluation policy. Quantitative data came from a province wide survey of superintendents, principals, and teachers; qualitative from interviews conducted with superintendents, principals, and teachers. This paper will report on the areas of convergence and divergence of opinion from superintendents and teachers around the role of teacher growth, supervision, and evaluation of teachers.

Examining the Association between Coaching Intensity and Teacher Effectiveness Lam Pham, Vanderbilt University

This paper utilizes data from three years in three districts to investigate the association between coaching intensity and teacher effectiveness using teacher-by-school and school-by-year fixed effect models. The findings suggest that higher coaching intensity is significantly correlated with teachers’ content knowledge but is positively associated with improved ratings of instructional practice. These results support theoretical propositions that coaching shapes teacher practice but may be insufficient for improving teachers’ content knowledge.

Improving Principal Talent Management Systems: Early Evidence from a National District Cohort Evangeline Chiang, Southern Methodist University
School districts increasingly work to ensure they have well-prepared, well-supported principals who stay in their school longer. However, improving systems to ensure this happens is difficult, complex work. A new national cohort of four school districts is working to improve their principal support systems. This study proposes using a mixed methods case study design to explore the readiness factors districts exhibit to begin extensive improvements to their principal talent management systems.

Instructional Coaches and Professional Learning Communities: Leadership Implications Christy Fiori, N/A; Robert H. Voelkel, Jr., University of North Texas

Research suggests effective professional learning communities (PLCs) increase student achievement and effective instructional coaches (ICs) can further build teachers’ capacity. However, limited research examines how ICs support the development of PLCs. This qualitative study assesses perceptions of ICs, principals, and district leaders within one large, fast-growth school district regarding the ICs role within a PLC model. Interviews, focus groups, and documentation analysis highlighted that ICs further support the initiation and sustainment of effective PLC teams.

Facilitator: Henry Tran, University of South Carolina

147. Mindfully Curious: A Focus on the Well Leader

UCEA Annual Convention

Paper Session

12:20 to 1:35 pm

Marriott Marquis Houston: Floor 3 - Sugarland B

Participants:

Challenges in Implementing Mindfulness Programs at Schools Julia Mahfouz, University of Idaho; Kerry Robinson, UNC Wilmington

The purpose of this qualitative study is to understand the challenges confronted by school administrators when they plan or attempt to implement mindfulness-based programs at their schools or districts. We conducted semi-structured interviews with 8 school administrators who practice mindfulness. Findings show five core challenges school administrators experience or face in implementation of mindfulness-based interventions. This paper contributes to research on implementation processes by understanding the actual challenges faced by school administrators during implementation.

How Informed Is Trauma Informed? Amber Audria Williams, Howard University

Trauma has scientifically been linked to health risks. For children these risks are defined by the presence of Adverse Childhood Experiences (ACEs). The adverse effects of trauma can present important in schools as defiance, lack of self-regulation, etc. Federal policy calls for the training of school personnel on evidence based “trauma-informed” practices. However, the study will explore the perspectives of urban school administrators on federal policy concerning trauma informed schools.

The Enlightened Educator: Mindfulness as a Launching Pad for the Critical Mission of Culturally Responsive Education Rana Tasnin Razzaque, University of Denver

An extensive body of evidence suggests that mindfulness promotes greater self-awareness and empathy (Kabat-Zinn, 2003; Siegel, 2007), which is a critical access point to addressing the cognitive dissonance in educators’ theoretical understandings of culturally responsive pedagogy and their praxis. In this action-research case study, educators at an urban secondary school practiced mindfulness and responded to how that impacted their pedagogy. Findings demonstrate a connection between dispositions of cultural responsiveness and increased reflectiveness around educator praxis.

Life Stress, Burnout, and Resilience of Educational Leadership

Doctoral Students by Program Phase Mitchell Parker, Amarillo College; Julie Peterson Combs, Sam Houston State University; Susan Troncoso Skidmore, Sam Houston State University

The majority of educational leadership doctoral students hold full-time positions and juggle multiple other obligations as they pursue their degree. Within this environment we examined levels of life stress, burnout, and resilience for Higher Education Administration and K-12 Leadership doctoral students based on program phase. Our findings include that a majority of students reported relatively low levels of experienced life stress, exhaustion, and cynicism and a moderate level of professional efficacy and resilience.

Leadership Self-Care is Mission Critical: Exploring Personal Mindfulness Practices on School & District Leaders Kerry Robinson, UNC Wilmington; Julia Mahfouz, University of Idaho

There has been a marked increase in the presence of mindfulness programs in schools to address the needs of students’ and teachers’ well-being. Unfortunately, very little work has focused on the mindfulness practices of educational leaders. The purpose of this study is to explore the personal mindfulness practices of school and district leaders to determine whether these activities are having an effect on decreasing burnout, improved physical and/or mental well-being, and improved professional practice.

Facilitator: Julia Mahfouz, University of Idaho

148. The Life Cycle of Charter Schools

UCEA Annual Convention

Paper Session

12:20 to 1:35 pm

Marriott Marquis Houston: Floor 3 - Westchase

Participants:

Navigating the Market: How Charter School Leaders Mobilize Supportive Coalitions Elise Castillo, University of California Berkeley

Scholars distinguish among charter schools whose goals are “mission-oriented”—centered on a pedagogical, political, or social mission—and “market-oriented”—underpinned by the market tenets of efficiency and scale. While scholars have illustrated how elite reform networks facilitate the expansion of market-oriented charters, little research examines the composition and activities of coalitions supporting mission-oriented charters. This study investigates how leaders of mission-oriented charters mobilize support in an environment that has institutionalized marketized approaches to education.

Perceptions of the Role of a Charter Superintendent by Charter Board Members and Principals Maryza Gawlik, Florida State University; Ann Allen, Ohio State University

We extend and complement previous studies on self-descriptions of superintendents’ administrative work by examining the influential role of a relatively new actor in charter schools: the charter school district superintendent. We examine the influence of a charter district superintendent’s leadership on the mission, principal decision-making and school board involvement through interviews with principals and board members to identify how a charter school district superintendent exhibits leadership within an emerging context in the public school landscape.

Principalship Socialization in Charter Schools Maryza Gawlik, Florida State University

This study explores the ways in which charter schools manage principalship socialization of individuals as they move into principalship roles. This study provides a conceptual framework.
that can serve as a foundation for future research, which should (1) highlight the practices associated with using socialization as a stepping stone to building-level principalship, and (2) compare network-based and stand-alone charter schools with respect to principalship development.

Teaching Democracy in a Market-Oriented Context: The Case of Charter School Leaders Laura Elena Hernandez, Learning Policy Institute; Elise Castillo, University of California Berkeley

Increasingly, the democratic character of education has been undermined by market reforms, causing many to argue that democratic and market ideologies are fundamentally opposed. This multi-site case study investigates how leaders in one market-based reform—charter schools—grapple with tensions between the market and democracy in fostering the democratic practices of their students and parents. Findings reveal that leaders facilitate opportunities to engage politically but primarily do so to advance organizational interests and an individualistic expression of democracy.

The Competitive Disadvantage: Charter School Enrollment, Financial Reimbursements, and Public District Financial and Academic Outcomes Bryan A. Mann, University of Alabama; Paul Bruno, University of Southern California

This study examines how the implementation of charter schools and connected policy relate to the financial health and student outcomes of public school districts. A nuance to the context studied here is the legislature added and removed policy to curtail detractors of competitive effects. We find enrollment losses relate to traditional public school districts displaying negative outcomes in finances and academics, but when districts are reimbursed (thus mitigating competitive effects) the detractors begin to diminish.

Facilitator:
Amanda U. Potterton, University of Kentucky

149. Pushing for Systematic Change: Problems of Practice in Schools
UCEA Annual Convention
Paper Session
1:45 to 3:00 pm
Marriott Marquis Houston: Floor 3 - Briargrove A

Participants:
A Proposed Framework and Process for Equity Systems Change in Public Schools Colleen A. Capper, University of Wisconsin-Madison; Elise Frattura, University of Wisconsin-Milwaukee

This paper proposes a framework and process for equity systems change in public schools. We developed the framework and process from (a) a synthesis of the literature across grouping patterns (e.g., tracking, ability grouping across students with disabilities, students labeled ELL, students labeled gifted), (b) what we call Participatory Equity Action Research (PEAR) with schools and districts in various stages of implementing the framework and process.

Competing Narratives of Leadership in Schools: The Institutional and Discursive Turns in Organizational Theory Gary L. Anderson, New York University; Ethan Chang, UC Santa Cruz

This paper proposes an analytic approach to studies of organizations and leadership, which emphasizes discursive institutionalism. Such an approach examines discursive struggles within the institutional environment as new discourses and their associated practices enter the education field, largely from the business field in the form of New Public Management. The task of leaders then is to reclaim discourses of equity and a common good amid social forces intent on marketizing and privatizing public education.

How teachers work together: The purpose, form, and focus of teachers’ collaborative partnerships Susan Kemper Patrick, Vanderbilt University

Collaboration among teachers is considered a central feature of effective schools and key to creating successful professional learning opportunities for teachers. Despite widespread support for collaboration, there is a general consensus that not all collaborations among teachers are equally productive. What, then, characterizes collaboration that creates opportunities for teacher learning? This paper examines how teachers engage in peer collaboration as part of a specific initiative intended to create instructionally-focused partnerships between teachers.

Principals and Network Partnerships in School Reform Implementation Sissi O’Reilly, University of Texas - Austin

Principals are the institutional and cultural catalysts for changes to effectively occur within a school system; therefore, understanding how principals interact with network partners outside of school or district systems to engage strategic alliances reveals the multidimensional facets of comprehensive school reform. The purpose of this review is to understand and interpret how principals utilize strategic partnerships, networks, and community alliances to engage school reform practice more equitably and effectively.

Engaged Scholarship: Collaborative Efforts to Solve Critical Problems of Practice Maritza Lozano, California State University, Fullerton

Drawing on data collected in the context of a multi-year research-practice partnership (RPP), I examine the researcher-practitioner relationship over the course of iterative collaborative design work. Findings suggest that sustained work in partnership with practitioners requires all partners to constantly shift perspectives of their roles in the course of design work, constantly reimagining collaborative arrangements and negotiating tensions due to competing goals and aims within the partnership.

Facilitator:
Douglas M Wieczorek, Iowa State University

150. We are Family: School-Family Engagement
UCEA Annual Convention
Paper Session
1:45 to 3:00 pm
Marriott Marquis Houston: Floor 3 - Briargrove B

Participants:
Empowering principals, teachers, parents, and students: Lessons from technology savvy superintendents Jayson W Richardson, University of Kentucky; William L Sterrett, University of North Carolina Wilmington

This session draws from a study of district superintendents who were recognized as eSchoolNews Tech-Savvy Superintendents. This study focuses on superintendents who received the award between 2011-2014. Insights on empowering others and managing the complexities of the district leadership role through technology will be featured in a format that includes quotes, examples, and strategies that build on existing research in the field.

Combating Barriers to Student and Family Engagement Culturally Responsive Special Education Leaders Renee Garraway, Bowie State University

As the demographics of U.S. public schools rapidly change, the number of students identified for special education will continue to increase. This means that school leaders will need to ensure their staff develops cultural competence in an effort to better
151. **Leading Schools through Culturally Responsive School Leadership**

**UCEA Annual Convention**

*Paper Session*

1:45 to 3:00 pm

*Marriott Marquis Houston: Floor 3 - Kingwood A*

**Facilitator:**

*Juan Manuel Niño, University of Texas at San Antonio*

- **Perceptions of Muslim Parents Who Choose Public Schools for Their Children**
  - *Leila Shatar, Florida Atlantic University; Mayssa Barakat, Florida Atlantic University*
  
  Muslim students struggle to find recognition and support for their educational and developmental needs in public schools. This case study focuses on Muslim parents who send their children to public school and investigates their perceived reasons for that choice. It examines the leadership practices that encourage or discourage this. Preliminary findings indicate Muslim parents choose public schools for academic reasons; however, they voice concerns that public school educators lack knowledge and understanding about Muslims/Islam.

- **Equitable Family Engagement and Teacher Professional Identity**
  - *Nicholl Montgomery, Boston College; Rebecca Lowenhaupt, Boston College; Sarah Bradley, Boston College; Joi Dallas, Boston College*
  
  Family engagement is an integral part of successful schools. Research has shown that not all educators engage with families equally. In this paper, we explore how teachers’ professional identities influence their family engagement practices. Using a case study of a small suburban district, we examined educators’ perspectives on family engagement. We found that specialty teachers were more likely to engage with families than general education teachers. This finding has implications for school leaders.

- **Understanding of College Readiness Opportunities**
  - *Carmen Serrata, N/A; Martha N. Ovando, University of Texas - Austin*
  
  This qualitative study examines Latino immigrant parents’ understanding of college readiness and college readiness programs. The research employs asset-based frameworks including Community Cultural Wealth, LaCART, and Funds of Knowledge to guide the research questions and data analysis. Through interviews, observations, and document analysis, this study sheds light on how parents describe college readiness, how they obtain information on college readiness programming, and what they perceive their role to be in promoting college readiness.

- **Equitable Family Engagement and Teacher Professional Identity**
  - *William T Holmes, University of Wyoming*
  
  This study explores how leadership can nurture practices that contribute to diverse, inclusive school communities in four Richmond area schools (ranging from pre-school to high school). Using a cross-case study design, we examine how policies facilitate diversity. We collected qualitative data through semi-structured interviews and focus groups and identified several themes that encourage equitable educational leadership: resource agility, community partnership, establishing dialogue with students, and articulating the value of diversity.

152. **Community Engagement for Social Justice in Schools**

**UCEA Annual Convention**

*Paper Session*

1:45 to 3:00 pm

*Marriott Marquis Houston: Floor 3 - Kingwood B*

**Facilitator:**

*Lauri Johnson, Boston College*

- **Framed by LatCrit educational leadership and based on a multiple case study, this paper examines how and why Latinx school board members address educational equity.**
  
  Findings signify that Latinx members are often among the most committed on school boards to improving educational equity. Moreover, their leadership provides unique and significant representation for particular communities. Yet, they often experience several internal and external challenges that make it nearly impossible for them to sufficiently expand educational opportunities.

- **Leadership for Intentionally Diverse Pre-K-12 Schools**
  - *Genevieve P Siegel-Hawley, Virginia Commonwealth University; Virginia Palencia, Virginia Commonwealth University*
  
  In this study, we explore how leadership can nurture practices that contribute to diverse, inclusive school communities in four Richmond area schools (ranging from pre-school to high school). Using a cross-case study design, we examine how policies facilitate diversity. We collected qualitative data through semi-structured interviews and focus groups and identified several themes that encourage equitable educational leadership: resource agility, community partnership, establishing dialogue with students, and articulating the value of diversity.

- **Culturally Sustaining Instructional Leadership: The Similarities and Differences Between Principals in NC and MT/WT**
  - *William T Holmes, University of Wyoming*
  
  This study is a follow-up to the UCEA 17 presentation on the Culturally Sustaining Instructional Leadership beliefs of principals leading Native American public schools in Montana and Wyoming. Specifically, this study looks at the beliefs of the principals of school district in NC with a large African American student population and then, compares the results of the NC principals with the MT/WY principals looking for similarities and differences to better understand the CSIL framework.

- **Fostering Culturally Responsive Teaching through Culturally Responsive Leadership: Examining High- and Low-leverage Principal Strategies**
  - *Donna H. Weingand, Chesapeake Public Schools; Jay Scribner, Old Dominion University; Karen L Sanzo, Old Dominion University*
  
  This study explores – from the perspectives of teachers and administrators – the factors that contribute to culturally relevant pedagogical practices among teachers. Specifically, the study seeks to understand the role principals can play in developing and supporting culturally responsive pedagogical practices and dispositions among teachers.

- **Equity: Counter-Stories of Latinx School Board Leadership**
  - *Carrie Sampson, Arizona State University*
  
  Framed by LatCrit educational leadership and based on a multiple case study, this paper examines how and why Latinx school board members address educational equity. Findings signify that Latinx members are often among the most committed on school boards to improving educational equity. Moreover, their leadership provides unique and significant representation for particular communities. Yet, they often experience several internal and external challenges that make it nearly impossible for them to sufficiently expand educational opportunities.
153. Strengthening Innovation Infrastructure: The Leadership of Interorganizational Learning

Diversity and School-Level Academic Achievement Aaron Wisman, California State University - Bakersfield

In 2007, the U.S. Supreme Court ruled voluntary student assignment policies could not depend too heavily on a student’s race. The present study seeks to explore the relationship between one large urban public school district’s diversity index (DI) and school-level achievement outcomes. Findings provide implications for urban public school districts seeking to maximize both diversity and academic achievement as well as inform the theoretical propositions of Lam (2014) and Blau et al. (2001).

Equity-minded Constituent Engagement in Elementary Schools: A Multi-site Study Michael Owens, Brigham Young University

The purpose of this study was to examine, using a followership framework, the perceptions of faculty and support staff at three public elementary schools in geographically diverse areas of the United States regarding their roles as followers within their schools and the influence they had on the school’s ability to carry out its core purposes.

An Investment in the Whiteness of Leadership: Leaders’ Resistance to Students of Color Assuming Leadership Roles Jason Deric Salisbury, University of Illinois at Chicago; Manali Sheth, Iowa State University; Alexia Angton, Iowa State University; Julio Cammarota, Iowa State University

This critical qualitative study employs critical race theory and its tenet of whiteness as property to understand the resistance that district level leaders deployed undermine a student voice leadership initiative in mid-sized urban school district. Findings highlight that in spite of espoused commitments to the student voice initiative, district leaders maintained investments in the whiteness of school leadership and engaged in resistant acts such that mirrored the functions of whiteness.

Community Engaged Scholarship: Partnering with a Community-Based Technology Program Elizabeth Gil, St. Johns University

Community-engaged scholarship describes work done in partnership with communities, reflecting the community partner’s voice. This paper analyzes a community-engaged service and practice experience in collaboration with a volunteer-run technology program. Immersion in the partner’s space gave the author the opportunity to understand context by listening and learning in order to respond to program needs. The partnership was successful due to partners sharing a shared vision, clear communication, and respect for one another.

154. Voices from the Principals and Superintendents

Michelle D. Young, UCEA & University of Virginia
Carla Stephens, Houston Independent School District
Facilitator:
David H. Eddy Spicer, University of Virginia

Special Session
1:45 to 3:00 pm
Marriott Marquis Houston: Floor 3 - Meyerland B

The intent of Voices 4 is to explore practicing school education leaders’ perception of leadership preparation and social justice issues. Focus groups will discuss leaders’ actions in creating productive schools and improving educational outcomes for all students. In this session, facilitators will engage participants in a training session on the research methods and tools used for the Voices 4 project. All are welcome to attend this session and participate in this exciting new UCEA-sponsored research project.

Presenters:
Andrew William Place, Eastern Kentucky University
Julia Nell Ballenger, Texas A&M University, Commerce, TX
Mariela A. Rodriguez, University of Texas at San Antonio

155. Toward a More Inclusive Academy: Redesigning Doctoral Programs for Educational Leaders

Diversity and School-Level Academic Achievement Aaron Wisman, California State University - Bakersfield

In 2007, the U.S. Supreme Court ruled voluntary student assignment policies could not depend too heavily on a student’s race. The present study seeks to explore the relationship between one large urban public school district’s diversity index (DI) and school-level achievement outcomes. Findings provide implications for urban public school districts seeking to maximize both diversity and academic achievement as well as inform the theoretical propositions of Lam (2014) and Blau et al. (2001).

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Facilitator:
David DeMatthews, University of Texas - El Paso

Toward a More Inclusive Academy: Redesigning Doctoral Programs for Educational Leaders

UCEA Annual Convention
Paper Session
1:45 to 3:00 pm
Marriott Marquis Houston: Floor 3 - Montrose A

Making Decisions That Matter: An Evaluation of a Doctoral Program in K-12 Educational Leadership Amber Sechelski, Sam Houston State University; Rebecca McBride Bastamante, Sam Houston State University

To design and maintain programs that best prepare educational leaders, consistent program evaluations are essential practice. A doctoral program evaluation in K-12 educational leadership was conducted at a regional comprehensive public institution to determine how stakeholders viewed the program and how they envisioned its future. Attendees might benefit from information regarding the evaluation process and the findings from the study as they seek to design programs that reflect equitable research and praxis in educational leadership.

From Paper to Praxis: Accreditation as a Situation and a Tool to Theorize Leadership Preparation Transformation Rodney S Whiteman, University of Wisconsin-Milwaukee; Brendan Marcy, Indiana University

This paper explores how faculty in an urban-focused principal preparation program met a demand to develop internship assessments aligned with accreditation standards by revising the program to meet a signature pedagogy emphasizing social justice. The authors analyzed meeting notes, correspondence, and written artifacts to investigate the accreditation situation as distributed leadership (Spillane et al., 2004). They then theorize the preparation program and its participants as embedded within logics of the university, K-12 schools, and accrediting organizations.

Look for Our Voice: Asian American Women in Educational Leadership Grace J. Liang, Kansas State University; Jon Turner, Missouri State University; James Sottie, Missouri State University

In this review of research, we explore how researchers have examined Asian American women in relation to educational leadership and in what foci. The sample includes 14 dissertations published between 1995 and 2015. The findings reveal that the researchers almost exclusively rely on qualitative data.
methodologies and explore the so-called “profiles” and “patterns” of the women (Tallerico, 1999). Critical perspectives such as AsiaCrit have limited presence in the theoretical framings of the literature.

Doctoral Program in Educational Leadership Redesign: Utilizing a Multi-Criteria Framework Miriam D. Ezazani, University of North Texas; Noelle A. Paufler, University of North Texas

The development of educational leaders who have a profound influence in shaping a culture of advocacy for diversity, equity and inclusion is the aim of redesign efforts in one educational leadership program. These ideas are reified in the Carnegie project on the Education Doctorate and reinforced by University Council for Educational Administration criteria; yet, faculty struggled with ideological differences. We argue that the multi-criteria framework, underscoring collaborative leadership, is the cornerstone of the program redesign.

Factors Impacting The Persistence Of Black Men In Higher Education Yvonne Riley-Tepie, St. Johns University; Yvonne Riley-Tepie, St. Johns University

This quasi-experimental design study evaluated the impact of the Black Male Initiative Program on the persistence and educational attainment of Black men. It measures persistence by evaluating time to graduation, number of credits accumulated. Historical student data collected through the Department of Institutional Assessment at a local commuter college was used. Subsequently the benefits of participating in a retention program are examined, and hindrances to persistence and factors leading to academic success are discussed.

Facilitator:
Curtis Brewer, University of Texas at San Antonio

156. Equity, Inclusion, and Action in Educational Leadership: To Prepare School Leaders we Must Prepare Ourselves UCEA Annual Convention

Critical Conversations and Networking Sessions 1:45 to 3:00 pm
Marriott Marquis Houston: Floor 3 - River Oaks A

This session centers equity and social justice in leadership preparation. It was conceptualized based on sessions from 2016, 2017 and 2018 that were organized for the AERA annual meetings by the Division A Equity, Inclusion, and Action Committee members. This session promises to validate multiple forms of knowledge sharing, as participants weave conceptual and theoretical understandings of social justice, moral, and transformative leadership with associated practices such as mentorship, activism, and community building.

Facilitator:
Lisa Bass, North Carolina State University

Participants:
Melissa Ann Martinez, Texas State University
Dana Thompson Dorsey, University of Pittsburgh
Michael Danley, Miami University
Rhoda Freelon, Spencer Foundation
Ann M. Ishimaru, University of Washington
Bernard Oliver, United Arab Emirates University
Margaret Terry Orr, Fordham University
Rosa Rivera-McCutchen, Lehman College CUNY
Lolita Tahron, University of Denver

157. Working To, Within and Through Gender Equality: Women Leaders Rising, Sustaining and Flourishing UCEA Annual Convention

Critical Conversations and Networking Sessions 1:45 to 3:00 pm
Marriott Marquis Houston: Floor 3 - River Oaks B

Gender equality is a systemic issue that disproportionately places women, particularly women of color, at a disadvantage throughout their academic and professional careers. The purpose of this critical conversation is to provide attendees an opportunity to reflect on the role of gender in their leadership practice and to co-create a practitioner chosen and driven tool to use in assessing the degree to which gender disparities are present in their school, district, or educational organization.

Facilitator:
Lisa Cullington, University of Massachusetts Boston

158. Colonization in Education: Colonization and its’ Modern Import and Impact in Educational Leadership UCEA Annual Convention Symposium
1:45 to 3:00 pm
Marriott Marquis Houston: Floor 3 - River Oaks C

The Annual UCEA Convention theme 2018, Our Mission Critical: challenges us to understand the historical role of research in Colonization. The ways in which colonization invisibilized, marginalized and imposed upon Indigenous and Black and Brown people and their communities. This symposium is constructed around a discursive analysis of what it meant and what it means for historically marginalized communities and people of color to convert to privileged, ethnocentric standards and evidences imposed upon them.

Participants:
Toward Decolonization: Colonization, Educational Research and Praxis and Implications for Educational Leadership James S. Wright, San Diego State University

This paper examines the relationship between Educational Leadership and Coloniality. This inquiry challenges educational leaderships preoccupation with administrating and mandating standards, such as standardized-testing, evidenced-based criteria and its postpositivist methodological inclination in educational research that privileges ethnocentric standards and sources of evidence (Campbell, 1979, 1981; Fendler, 2014; Fendler & Muzaffar, 2008; Patel, 2015; Shahjahan, 2011). I intend to analyze the implications of this preoccupation for ethnicities otherwise not centered: marginalized and subjugated; and whose core beliefs and values are analyzed through postpositivist lenses. Furthermore, using discourses in coloniality, I analyze what it has meant and what it means for historically marginalized communities and people of color whose conversion to privileged, ethnocentric standards and evidences are imposed and insisted upon. Postpositivist analyses and conclusions in educational research, discursively, are as deleterious as the research employed in the colonies before, during and while maintaining colonization (Patel, 2015; J. Smith, 2010; Willinsky, 2000; Young, 2004, 1995). Such research analysis and conclusions aided in driving the forced conversions, which led to fundamental changes to the beliefs and knowledge systems of colonized people. Educational Leadership’s administration and mandate of standardized-testing, evidenced-based criteria and postpositivist theories and methods in educational praxis are analyzed through the lens of coloniality.

Plumbing the Depths for an Anticolonial Poetics Under the Gaze of Educational Leadership Tyson EJ Marsh, Seattle University

Building on the seminal work of Césaire (2000) and Fanon (2004), this paper places the colonial legacy of educational leadership in conversation with a critical read of its colonial origins while offering a decolonial lens to identify a more critical understanding of the roles of educational leaders and leadership programs in the maintenance of the hegemony of colonization. The author provides historical discourse that paints a picture of the origins of the roles and duties of early educational leaders to identify and name the colonial roots of the profession. Building on this work, this paper brings the colonial history of the field to
bear on current educational leadership theories and practices, while also pushing for a deeper analysis of how colonial practices are refashioned and embedded in educational leadership preparation, policy, research and practice. Moving the discussion forward, this paper takes up what Césaire (2000) articulated as “plumbing the depths” (p.43) to begin to reflect upon how leadership preparation programs can create spaces and opportunities to engage and prepare future leaders to imagine critical possibilities while also under the gaze of the colonial apparatus of Educational Leadership.

Toward an Indigenous, Decolonizing School Leadership: A Literature Review

Richard G. Phillip, University of Minnesota; Tyson L. Mcs in urban communities; Nimo M. Abdi, University of Minnesota; Muhammad Khalifa, University of Minnesota; Khalil, Howard University

In this review of the literature, we synthesize the research surrounding Indigenous and decolonizing approaches to school leadership. This review, synthesizes how an Indigenous, Decolonizing School Leadership (IDSL) framework, from Western and non-Western spaces, seeks to decolonize school leadership and build upon Indigenous students’ ancestral assets and knowledges. Though leadership theory and practice has often been normalized within a white, male, Western, capitalist, Christian hierarchy, we interrogate these colonial expressions of leadership, how they interlock with contemporary approaches to leadership, and how they continue to contribute to the colonization of minoritized students and communities (Carnoy, 1974; Deloria & Wildcat, 2001; Hohepa, 2013, Minthorn & Chavez, 2015).

Decolonizing Educational Leadership Praxis: Resisting Logics of Coloniality in the Pursuit of Transformative Possibilities with Youth

Emily Bautista, Loyola Marymount University

The compounding experiences of colonial miseducation of youth of color (Constantino, 2002; Grande 2008; Woodson, 1933), neoliberal policies and logics in urban communities (Ginwright & Cammarota, 2006; Lipman, 2011; Torre & Fine, 2006), colonial logics that render the role of spirituality in social movements as invisible (Santos, 2014), and adulthood in legal and social institutions (Gordon, 2010) constrain the transformative possibilities of youth agency in educational leadership. Through the decolonizing interpretive research methodology (Darder, 2015), this paper utilized the interrelated lenses of critical pedagogy (Darder, Baltodano, & Torres, 2009) and decolonizing pedagogy (Shahjah, Wagner, & Wane, 2009; Tejeda & Espinoza, 2003) to explore how a decolonizing transformative youth organizing paradigm (Bautista, 2018) can inform educational leaders who seek to resist the reproduction of the logics of coloniality in school leadership through a decolonizing educational leadership praxis with youth for transformative possibilities.

Weaponizing Blackness in Britain: Somali mother’s perception

in colonial structures of schooling Nimo M. Abdi, University of Minnesota; Muhammad Khalifa, University of Minnesota

In this paper, we explore the intersubjective/subjective dimensions of coloniality of power as it relates to Somali mother’s perceptions of school and its treatment of their children. We draw on concept of Coloniality (Quijano, 2000; Mignolo, 2012), and specifically how coloniality is experienced intersubjectively as gendered colonial subjects (Lugano, 2015). We illustrate how the colonial racial (Quijano, 2000) and gender logic (Lagones, 2010) were used to construct and deal with Somali mothers and their relationship with school leadership in an urban working-class community in London, UK. Both white and Indian/Pakistani British school leaders often rationalized their subjugation of Somali students and their families based on colonial difference. This was manifested in three different ways: a) coloniality understanding of Somali family dynamics; b) reconfiguring the subaltern alterity, where Somali mothers were assigned to the bottom of social hierarchy; c) school’s approach to community-relations through one individual mother, whose voice was often marginalized by the schools leadership. Somali mothers’ experiences with the school administrators revealed sophisticated understanding of the ways school uses race and gender to control voice, bodies, and resources for accessing academic success. But more importantly, the mothers’ stories highlight collective effort to contest oppressive power patterns, and hence engage the work of what Maria Lugones (2010) called decolonizing feminism.

Situating the role of K-12 leadership preparation programs in the larger colonialist project Gerardo R. Lopez, University of Utah

This paper aims to provide a postcolonial critique of K-12 leadership preparation programs. It argues that preparation programs—even those that embrace a so-called “social justice” focus—are largely homogenous in nature (in curriculum offerings, student background, faculty background, etc.), and serve only to prepare leaders to continue a colonialist agenda. Specifically, this paper will trace the ways in which educational leadership programs are hell-bent on preparing leaders to work in White middle class communities. It will trace how the knowledge base, curriculum, ISLLC Standards, faculty backgrounds, and other institutional structures, collectively prepare school leaders for a particular type of work environment—while simultaneously suggesting that such an approach is what is needed and/or necessary for communities of color. It will argue that despite recent trends to incorporate social justice discourses and standpoint theories into the profession (feminisms, critical race theory, queer theory, etc.), the field remains largely recalcitrant in how it thinks about the overall purpose of educational leadership writ large. In such an environment, it is imperative that we think beyond how to train future leaders to work in schools, but how NOT to prepare future leaders who will reify and perpetuate a colonialist agenda.

Facilitator:

Gerardo R. Lopez, University of Utah

Participant:

James S. Wright, San Diego State University

159. School Leaders’ Roles in Building Supports for Teachers’ Development and Practice

UCEA Annual Convention

Paper Session

1:45 to 3:00 pm

Marriott Marquis Houston: Floor 3 - Sugarland A

Participants:

Figuring it out together: A study of principal and instructional teams implementing MTSS Jennifer Rinck, University of South Florida; William Black, University of South Florida; Leonard C. Burrello, University of South Florida

In this study of principals and instructional leadership teams implementation of a district Multi-Tiered Systems of Support (MTSS) initiative, we examine transfer of knowledge of MTSS purpose and utilization of district-created resources in school-based implementation practices. We propose a set of school-context sensitive policy implementation guideposts that emerged from the study: an ethic of care; attention to relationships in schools; development of joint work in a community of practice; and building and sustaining trust.

How School Leaders Enable Instructional Coaching: Evidence from New Jersey David B Reid, Seton Hall University

This study asks: (1) in what ways do school leaders enable coaches to function as a part of school improvement efforts? (e.g. instruction, reform implementation, etc.); and (2) in what ways do principals think about and use coaches to facilitate teacher
160. **Student Lives Matter! An Imperative Conversation About School Safety**

**UCEA Annual Convention**  
**Paper Session**  
1:45 to 3:00 pm  
**Marriott Marquis Houston; Floor 3 - Sugarland B**

**Participants:**  
Spatial Indigeneity & The Art of Belonging: Healing after the homicides of unarmed Black men Ijeoma Ononuju, Northern Arizona University  
This paper looks at the deaths of two young Black men and the access that educational leaders had to the community oriented healing spaces. Examination of the two events engenders questions of position – are we welcomed in those spaces, identity – who are we in those spaces, role – what do we do in those spaces, and belonging – is our presence wanted and valued in relation to the healing that occurs in those spaces?  
LGBT Educators’ Perceptions of Safety and Support and Implications for Equity Oriented School Leaders Tiffany Wright, Millersville University; Nancy Smith, Millersville University  
This study aims to understand the climate for LGBT educators so that administrators utilize best practices related to policy enactment, advocacy, and enforcement (in this case, relating specifically to creating an LGBT-inclusive climate in schools). While improvements have been made since 2007 and 2011, LGBTQ educators continue to experience barriers to safety and support. This study also points towards the need for continued striving towards equity and justice within the realm of sexual diversity.

161. **Application in Context**

**UCEA Annual Convention**  
**Paper Session**  
1:45 to 3:00 pm  
**Marriott Marquis Houston; Floor 3 - Westchase**

**Participants:**  
Nature Versus Nurture: A Rural school principal’s leadership capacity before and after Hurricane Harvey Israel Aguilar, Texas A&M University-Corpus Christi; Lynn M Hemmer, Texas A&M University - Corpus Christi; Dessyntie Edwards, Texas A & M University; Jesse Olivarrez, N/A  
In 2017, Hurricane Harvey damaged the facilities of many school districts along the gulf coast. Thus, the purpose of this study is to better understand how a leader supports teacher development and school improvement against the backdrop of challenges associated with rural schools before and after a natural disaster. As such, this study aims to serve as an additional heuristic for leaders who want to understand educational leadership in the...
Perceptions of Educational Leadership after a Principal Preparation Program Erica Thomas-Minor, California State University Long Beach; Charles L. Slater, California State University Long Beach

Principal preparation programs have the responsibility to prepare future school leaders for the responsibilities they will face, especially student achievement. The primary purpose of this qualitative case study was to explore the perceptions of educational leaders who had completed an administrator preparation program in Southern California. The intent was to reveal their experiences and the application to their current practice as school site leaders. Implications are presented for universities that prepare future leaders.

Prepared for Leadership: A Case analysis of the perceptions of school leaders Monique D. Lamar, Howard University

This study Case Study explored how administrators utilized their lived experiences as members of one or more marginalized groups to lead their schools. There was a focus on how they self-identified and leveraged their membership in their cultural and racial groups to impact their schools. The theoretical framework used in this study was Applied Critical Leadership. The results create a counter-story to the current discourse in education regarding majority-minority schools, their leaders, and student performance.

The Capacities of Research Evidence Use: Early Lessons from Exemplary Ed.D. Programs William A. Firestone, Rutgers University; Andrew Leland, Rutgers University; Jill Alexa Perry, University of Pittsburgh; Robin McKeon, N/A

The professional practice doctorate should prepare leaders to review and critically analyze existing research and conduct local research to guide their practice. Case studies of four exemplary Ed.D. programs illustrate the skills leadership students develop to use research to improve practice, including clarifying the problem, finding and assessing research in terms of its rigor and relevance, and communicating research effectively to others. They also illustrate some practices that promote the development of these skills.

The Disappearance of Scholar-Practitioners in Educational Leadership Preparation Programs Alexander W Wiseman, Lehigh University

The purpose of this research is to understand the interaction between degrees of practical experience of instructional faculty in university-based educational leadership programs and a university preparation program’s institutional context. Findings show that preparation program faculty are largely split between those with more research or more practical experience. This is foundational to understanding the impact that practical experience of preparation program faculty has on new leaders’ equitable practice in context.

Facilitator: Nathern S. A. Okilwa, University of Texas at San Antonio

162. Centering Equity: Multiple Perspectives on Language and Identity

UCEA Annual Convention
Paper Session
3:10 to 4:25 pm
Marriott Marquis Houston: Floor 3 - Briargrove A

Participants:
Building Capacity for Equity-Oriented Leadership through Immersion Trips Mary Frances Jones, University of Illinois at Chicago; Gregory O’Donnell, Indiana University

In this paper, we identify several elements of immersion trips that effectively foster more culturally-sustaining leadership beliefs and develop needed instructional leadership skills and knowledge in current school leaders. We advance a set of nuanced considerations for the ways in which such targeted, immersive professional development experiences shift the mindsets of leaders to eliminate deficit-thinking and drive organizational change (Riehl, 2000; Skrla & Scheurich, 2001).

Critical Race Narratives Across the Latina/o Educational Pipeline: Revolutionizing for Equity, Policy and Praxis in Texas Sofia Bahena, University of Texas at San Antonio; Enrique Aleman, Jr., University of Texas at San Antonio; Sonya Maria Alemán, University of Texas at San Antonio

Inequitable educational opportunities persist for Latina/o communities across the P-20 continuum (Ladson-Billings, 2006; Reardon, 2013). It is imperative to understand how structural contexts shape Latina/o academic attainment. Scholars have developed methodologies that illuminate educational inequities across the educational pipeline (Covarrubias & Lara, 2014; Solorzano, Villalpando & Oseguera, 2005). We build on this work by using state and census data to present educational pipelines of educational opportunity for Texas.

English Language Learners in Texas School Finance: How the Status Quo Continues to Marginalize Youth Edgar Manuel Torres, University of Texas - Austin

The purpose of this paper is to determine how Texas legislators perceive adequacy and availability of resources for ELs. The literature review describes the EL population in Texas, highlights their academic achievement, reviews funding mechanisms, and discusses court cases involving EL finance policies. Through case study analysis, the researcher concluded that legislators believe current finance policies in Texas are inadequate. Contributing factors that include lack of knowledge, political will, overall costs, and racist motives.

Identifying Diverse Schools: The Ever-Dwinding "N" Paige Tooley, Texas Christian University; Erin Atwood, Texas Christian University

This paper began as part of initial sampling for a larger project that requires diverse schools for a comparative case study. However, as patterns emerged, this sampling process was expanded to look at the broader picture of diversity and equity across the state. In this study, diverse schools are those which Black, White, and Latinx populations are each 15-60% of their school’s population. Equity is determined by a 10% difference threshold in STAAR passing rates.

‘You guys are bilingual aren’t you?’ Latinx Educational Leadership Pathways in the New Latinx Diaspora Katherine Rodela, Washington State University; Claudia Rodriguez-Mojica, Santa Clara University; Alison Cochran, Washington State University

This study analyzes counter-stories of five Latinx administrators in the New Latinx Diaspora. Our findings suggest that bilingualism was both an asset and liability in their careers; they demonstrated persistence in facing discrimination; and, they experienced isolation as one of the only leaders of color in their districts and preparation programs. Findings call for more critically race conscious preparation programs, which can support leaders of color to face systemic racism and sexism in their careers.

Facilitator: Madeline Mavrogordato, Michigan State University

163. Mission Possible: Success in College, Career & Technology

UCEA Annual Convention
Ignite Session
3:10 to 4:25 pm
Marriott Marquis Houston: Floor 3 - Briargrove B

Participants:
Factors Influencing STEM Persistence: The School’s Role in the Self-Determination of Marginalized High School Students
Paul Wilson, Old Dominion University; Jay Scribner, Old Dominion University
This session focuses on bridging the gap between the potential for STEM to boost educational experiences of marginalized students and its current reality as a barrier to the same students. The study contributes to the discussion by focusing on the role of “gateway courses” in STEM. Using extant literature and posing new avenues of research we question to utility of gateway courses that rely on traditional pedagogy and instructional practices to open opportunities for these students.

She Persisted: Black and Latinx Women and Math-Heavy Persistence
Barbara Boukye, Howard University
Current research on persistence, or lack thereof, in science, technology, engineering, and math (STEM) baccalaureate programs focuses on access to STEM programming and how they influence and ultimately determine the trajectory of my life as a working-class Black girl growing up in Los Angeles. It will emphasize how my experiences later shaped my own critical mentoring practice. Initial analysis reveals key elements that comprise the transformative potential of critical mentoring.

Lessons for American Schools from the Republic of Georgia
John Pijanowski, University of Arkansas
This project was completed during a 2018 Fulbright Scholar Program funded research sabbatical. Specifically, this project explores the K-12 educational system in a 2nd world country and draws comparisons to previous efforts of American scholars and practitioners to look to Europe for exemplary models of public schools. Of particular note is the ways in which the Georgian system of public education addresses equity of opportunity for students in remote, rural, low-wealth regions.

Gaining Ground: A Principal’s Push for College
Anastasia Beverly Lindo Anderson, Texas A & M University
How does a principal effectively impact the number of African American students who enroll in STEM? This Ignite! session will examine the African American school principal’s role in increasing student interest, especially when concerning minority students. However, literature suggests that Black students are more interested in pursuing STEM prior to entering postsecondary education than white students. The researcher chose to study the experiences that hindered STEM persistence in Black undergraduate students, specifically those enrolled in programs requiring at least calculus.

Mentoring Diamonds In The Rough: Black Girls Embraced, Emboldened and Empowered
Krystal Huff, Loyola Marymount University
The purpose of this Ignite! session is to share key findings from my auto-ethnographic research regarding how critical mentoring influenced and ultimately determined the trajectory of my life as a working-class Black girl growing up in Los Angeles. It will emphasize how my experiences later shaped my own critical mentoring practice. Initial analysis reveals key elements that are essential to effective mentoring of Black girls, components that comprise the transformative potential of critical mentoring.

164. The Examination of Equity-Centered Leadership
UCEA Annual Convention
Paper Session
3:10 to 4:25 pm
Marriott Marquis Houston: Floor 3 - Kingwood A
Participants:
Superintendents as Leaders for Social Justice
Karen Ramlackhan, University of South Florida
This study focused on superintendents with a social justice orientation. These leaders shared their efforts to advance achievement of marginalized students via policies and practices. The framework of social justice leadership and Freire’s notion of praxis resulted in the development of four major themes—characterizing a social justice-oriented superintendent, navigating the politics, advocating for marginalized students, and undertaking strategic action. The discussion involved the sociopolitical and cultural constraints that impact social justice work within districts.

Navigating Multiple Identities as a Local School Board Member: A Year of Service and Reflection
Leigh Ellen Wallace, University of Wisconsin-Milwaukee
“Run, Mama, run!” I was a mother, professor, former teacher and administrator, child of a retired superintendent, and unabashed advocate for public education. How would I navigate these multiple identities? This paper chronicles my first year as a school board member and connects the experience to my own professional practice as one who prepares principals, district directors, and superintendents, I sought to make meaning and wrestle with my own biases, beliefs, and frustrations.

Examining Leadership in An Equity-Focused Superintendents' Network
Sue Feldman, Lewis and Clark College, Graduate School of Education
This qualitative case study, conducted over three years, examines an equity-focused network, where white superintendents talk openly and continuously about issues of institutionalized racism and attempt to unmask and deconstruct the historical and current conditions that obstruct equitable education. This development for school district leaders, working in a network explicitly to tackle challenging and persistent, even perhaps intractable equity issues is particularly important, given that working in isolation has clearly not solved these problems.

Factors Related to Superintendent Retention and Turnover
Jesse Ulrich, N/A; Joanne M. Marshall, Iowa State University
Utilizing a nonparametric statistical method, this secondary data analysis of the School Superintendents Association’s American School Superintendent 2010 Decennial Study analyzes factors related to superintendent retention and turnover from a labor market perspective. The analysis tested the hypothesis that when a superintendent’s social, educational, and professional needs are met in the district, the superintendent has a higher likelihood of staying in the district.

Justin Fischetti, University of North Carolina Wilmington
This IGNITE session provides insights from a recent pilot study of middle school principals who regularly observe and support STEM teaching and learning in their schools. Principals’ perspectives on teaching and learning, student engagement, feedback to teachers, and observations of the instructional climate are informing preparation of pre-service teachers and principals. This session provides guidance on revolutionizing leadership preparation in a way that empowers teachers, encourages mutual reflection, and ultimately enhances instruction in STEM classrooms.

Facilitator:
Sara Dexter, University of Virginia

Gaining Ground: A Principal’s Push for College

Justin Fischetti, University of North Carolina Wilmington
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Community schools are poised as a new school design to address complex, co-occurring problems in schools and communities. Drawing upon interview and focus group data, this paper aims to improve the overall understanding of challenges and opportunities accompanying community school implementation, while simultaneously highlighting working alliances among school and community stakeholders across a large urban district in Pennsylvania. Specific attention is given to the shared leadership between school principals (insiders) and community school directors (outsiders).

(Re)Building bi/multilingual leaders for bi/multilingual schools in New York’s most segregated city Sosibr Genao, CUNY Queens College

This proposal will focus on bilingual/multilingual school communities via conceptual ideas and policies learned and synthesizing these ideas into practice for future administrators.

As such, the paper will be focused on the development of innovative methods to meet the needs of these communities. Guided by social justice leadership, this project will expose the empirical practices of these teacher leaders in their respective New York City communities.

Facilitator:
Gerardo R. Lopez, University of Utah

166. Retirees in Action
UCEA Annual Convention
Special Session
3:10 to 4:25 pm
Marriott Marquis Houston: Floor 3 - Meyerland A

Professors, retired or retiring gather to plan how they can continue engagement within UCEA. The group shares current experiences and involvement within teaching, research, service, and leadership. Open discussion includes available supports in planning for retirement and how to make the decision to finally retire. All faculty are invited.

Presenters:
Paul Goldman, Washington State University
Bruce Barnett, University of Texas at San Antonio
Leonard C. Burrello, University of South Florida
Beverly Calvo, University of Texas - El Paso
Gary Crow, Indiana University
Margaret Grogan, Chapman University
Steve Gross, Temple University
Martha McCarthy, Loyola Marymount University
Martha N. Ovando, University of Texas - Austin
Diana G Pounder, University of Utah
Joan Poliner Shapiro, Temple University
Paula Myrick Short, University of Houston
Sabrina Zamora, N/A

Facilitators:
Maria Luisa Gonzalez, Professor Emerita
Betty M. Merchant, University of Texas at San Antonio

167. International Summit I - Migrants & Refugees: Meeting the Educational Needs of Children In and Out of Schools
UCEA Annual Convention
Special Session
3:10 to 4:30 pm
Marriott Marquis Houston: Floor 3 - Meyerland B

This panel of activists working on the U.S.-México border will share their experiences with refugees and asylum seekers. Drawing from these experiences, the panel will also speak to the support that children caught in the immigration quagmire need - and deserve - in schools and the challenges of transitioning to life in a new country.

Facilitator:
Monica Byrne-Jimenez, Indiana University
168. Advancing Powerful Learning Experiences
UCEA Annual Convention
Paper Session
3:10 to 4:25 pm
Marriott Marquis Houston: Floor 3 - Montrose A
Participants:
Adjunct Faculty: Roles, Perceptions, and Development Karen L Sanzo, Old Dominion University; Karen Swann, Old Dominion University
One critical area related to preparing school leaders has been left mostly untouched -research on the instructors themselves and their preparation. Our study was informed by phenomenology with the goal of exploring the views of adjunct faculty within a single university leadership preparation program. We gathered information about what factors have had the most influence on teaching preferences and who or what has contributed to their successes and ongoing learning as adjunct professors.
A Cross-National Study on the Use of Pedagogical Tools in School Leadership Development at Universities Ruth Jensen, University of Oslo; Ann Elisabeth Gunnulfsen, N/A
School leadership development is considered important. However, the literature is mainly built on self-reports. As such, the present study examines school development from video-data.
The purpose is to contribute new insights into tool mediation in school leadership programs in two different policy contexts.
This study showcases how experience, practice, conversation and educational leadership and scholarly learning can inform the field of social justice leadership preparation.
Revolutionary Perspectives for Leadership and Scholarly Development: An Innovative Conference Course Ayodele I Bain, Florida Atlantic University; Mayssaa Barakat, Florida Atlantic University; Francine Baugh, Florida Atlantic University; Dustin Pappas, Florida Atlantic University; Leila Shatara, Florida Atlantic University; Mary Wilson, Florida Atlantic University
This case study describes and explains the experiences of educational leadership doctoral students taking a conference course for the fulfillment of their program’s experiential learning requirements, and how it added to their understanding of educational leadership and scholarly learning communities. This study showcases how experience, practice, conversation and reflection embedded in the design of a conference course promote transformative learning and builds capacity of educational leaders.
Using Powerful Learning Experiences to Prepare School Leaders for a Complex Future Kathleen M. Winn, University of South Carolina; Bryan A. VanGronigen, University of Virginia; Pamela D. Tucker, University of Virginia; Michelle D. Young, UCEA & University of Virginia
This paper offers a theory-to-practice resource for educational leadership faculty to frame ways Powerful Learning Experiences (PLEs) can bolster candidate experiences for leadership candidates to address problems of practice in PK-12 settings.
UCEA Annual Convention
Critical Conversations and Networking Sessions
3:10 to 4:25 pm
Marriott Marquis Houston: Floor 3 - River Oaks A
Much of the research and writing on faculty of color speaks to mentoring, recruitment, retention, job satisfaction, and the Imposter Syndrome. Yet, there is no literature to describe or explain our experiences with regard to our holistic (body, mind, and spirit) existence and persistence in the Academy. This session will explore holistic experiences and propose a framework for WOC to bring our whole selves to the Academy and to be successful and respected.
Participants:
Janeula M. Burt, Bowie State University
Susan C. Faircloth, University of North Carolina Wilmington
Melissa Ann Martinez, Texas State University
170. Revolutionizing Educational Leadership Preparation Programs to Develop Socially Just and Equitable-Oriented School Leaders
UCEA Annual Convention
Critical Conversations and Networking Sessions
3:10 to 4:25 pm
Marriott Marquis Houston: Floor 3 - River Oaks B
This critical conversation and networking session will serve as a platform for researchers, scholars, graduate students, and practitioners to discuss the challenges facing preparation programs to revolutionize their preparation of school/district leaders who will enact socially just and equitable leadership, research, and practice. The foundation of this session is a critical conversation about these challenges in preparing a new generation of school leaders to address school equity and advocate for diverse and under-represented students.
Facilitators:
JoAnn B. Manning, Rowan University
Mary C Clark, Carteret Community College
Participants:
James Coaxum, Rowan University
Michael Dantley, Miami University
Maria Luisa Gonzalez, Professor Emerita
Kathryn Bell McKenzie, California State University Stanislaus
James Joseph “Jim” Scheurich, Indiana University
Jeffrey S. Brooks, RMIT University
171. Disrupting the Boundaries of Inherited Networks: Revolutionizing the Promise of the Networked Improvement Community
UCEA Annual Convention
Critical Conversations and Networking Sessions
3:10 to 4:25 pm
Marriott Marquis Houston: Floor 3 - River Oaks C
This critical conversation is to engage participants in an exploration of a Networked Improvement Community as a promising structure possessing the potential to revolutionize outcomes in institutional improvement. This session chronicles the evolution and networked learning of the NIC by using our example as an illustrative case representing diverse faculty from
American universities and their school/district leadership partners-in-practice, rural and remote school principals serving a high percentage of racially, culturally, economically, and linguistically diverse students.

Facilitators:
- Robert Crow, Western Carolina University
- Kristina Astrid Hesbol, University of Denver

172. Principals' Roles in Practice Through Professional Development Capacity
UCEA Annual Convention
Paper Session
3:10 to 4:25 pm
Marriott Marquis Houston: Floor 3 - Sugarland A

Participants:
Combining the Art of Professional Practice and Academic Theory to Improve a Teacher Induction Program
Chris Summers, Texas A&M University-Corpus Christi; Lynn M Hemmer, Texas A&M University - Corpus Christi; Doyne Scott Elliff, Texas A & M University

In 2015, in response to alarmingly high teacher attrition rates (upwards of 25%), the curriculum team from a South Texas rural school district initiated a teacher induction and mentoring program. This study used a developmental research design, utilizing improvement research techniques and learning design cycles aimed to improve the program. Findings of district dynamics (profound knowledge) and change (improvement science) are presented through the lens insider action research.

Creating Awareness and Capacity to Lead Learning in Times of Change
Pamela Adams, University of Lethbridge; Carmen P. Mombourquette, University of Lethbridge

We articulate the findings of an awareness and capacity building study conducted in Alberta, Canada. Data indicated that gains in awareness levels were more substantial than those associated with readiness levels in school leader attainment of the competencies now required to fulfill the role of school leader. The claim can be made that this project was successful in increasing school leaders’ sense of efficacy to enact the competencies that comprise the Leadership Quality Standard.

Schools under Sanction: Examining School Leaders' Role in New Teacher Socialization in Threatened Schools
Kristina Brezicha, Georgia State University; Teresa R. Fisher, Georgia State University; Kara Kavanagh, James Madison University; Anne Martin, N/A

School leaders play an instrumental role in setting the mission, vision, and culture of a school powerfully shaping teachers’ and students’ experiences. By analyzing 38 new teachers’ daily reflections about their experiences during a high-stakes cheating scandal, we argue that school leaders’ responses to macro-level reforms often allowed what we call the mesosystem of transgressions to occur and significantly shaped these new teachers’ socialization process. We present implications for educators, school leaders, and policymakers.

Social Justice Leadership as Developmental Capacity:
Exploring a Continuum of Practice
Ellie E. Drago-Severson, Teachers College, Columbia University; Jessica Blum-DeStefano, Teachers College, Columbia University

Drawing from a larger, qualitative study with educational leaders (n=50), this paper explores the connection between leaders’ developmental capacities and their social justice leadership. Through in-depth, semi-structured interviews and formal developmental assessments, this study—the first of its kind—illuminates how leaders’ internal and often unconscious orientations to diversity influence their practice. Findings offer a new, developmental perspective on equity-oriented leadership, and highlight effective supports and challenges for leaders at different developmental stages.

The Effects of Professional Development on Learning Centered Leadership: The Mediating Role of Principal Self-Efficacy
Mehmet Sukru Belibas, Adıyaman University; Philip Hallinger, N/A; Sedat Günsu, Necmettin Erbakan University

The present research is primarily interested in examining whether and how the professional development that Turkish school principals engage in affects the extent to which they perform learning-centered leadership. The participants included 120 school principals working at different schools across six provinces of Turkey. A partial mediation analysis in SEM was employed to analyze the structural relations. The results indicated that professional development has both direct and indirect effects on principals' leadership.

Facilitator:
Sharon Kruse, Washington State University

173. Leadership, Allyship & Self
UCEA Annual Convention
Paper Session
3:10 to 4:25 pm
Marriott Marquis Houston: Floor 3 - Sugarland B

Participants:
Understanding the self in leadership: Two New Zealand principals respond to social justice issues
Sylvia Robertson, Otago University, Dunedin, New Zealand; Ross Notman, University of Otago

Leading change that promotes social justice requires courage and conviction. Here, insights from New Zealand cases show how two principals found leadership identify challenged as they resolved issues arising from social disadvantage. Programmes developed to enhance pastoral care, behaviour management, and academic achievements were underpinned by a clearly articulated set of values aligning with the principals’ values. A model is proposed to guide understanding of personal response to challenges in leadership practice.

Finding Common Ground with Latvian Social Justice Leaders
Jenny Susan Tripses, Bradley University

The paper describes the process used to dialogue with various Latvians including a religious leader, representative(s) from the Latvian Ministry of Education, and others who were asked “What does social justice mean to you?” These responses were combined with Latvian principal responses to the same question. The paper focuses primarily on the process used in the dialogues to create mutual understanding or perhaps, more accurately to come to respect different conceptions of social justice.

Principals on a Critical Mission: A Study of the Leadership of Principals who Operationalize Equitable Practices
Lisa Bass, North Carolina State University; LaTeisha Yvette Jeannis, North Carolina State University; Brenda D Champion, North Carolina State University; Iwinois Idaho, North Carolina State University

Leadership preparation programs have been scrutinized for their effectiveness in preparing school leaders who are capable of leading high performing schools. In this analysis, we study 12 award winning principals from diverse demographic backgrounds, including, urban, suburban and rural areas. Attention was paid to the type and quality of leadership preparation these principals received. The results of this study lend insight into the type of training necessary to produce exemplary principals.

Leading and Allying Through Racial Realities
Jamel Adkins-Sharif, University of Massachusetts Boston; Natalie Denise Lewis, University of Denver

This is a study of two Black school leaders and their efforts to...
engage and build partnerships with their school communities. Using auto-ethnographic analysis, the authors interrogate Epstein's framework for community involvement, arguing through a critical race lens that the construct ignores the salience of race and culture in community building, and therefore reinforces a White neoliberal stance on school success.

Towards a Theory of Sympathetic Leadership: Asian American School Administrators' Expectations for Equity and Excellence Daniel D. Liou, Arizona State University; Grace J. Liang, Kansas State University

This paper contributes to an emerging concept of sympathetic touch (Du Bois, 1935) as a prerequisite to enacting social justice leadership. Too often educators practice sympathy through deficit perceptions about students’ “lack” of social capital, and the need to “assimilate” into white middle-class ways of life. As a counter perspective to deficit models of schooling, we draw on the voices of Asian American school administrators to illuminate their practices of sympathy in urban education.

Facilitator: Bradley W. Carpenter, University of Houston

174. Forming Principals: The Role of Formative Assessments in School Leadership

UCEA Annual Convention

Paper Session

3:10 to 4:25 pm

Marriott Marquis Houston: Floor 3 - Westchase

Participants:

Aspiring Principals’ Perceptions of Mentoring and Coaching in a University-Based Principal Preparation Program Maria Banda Roberts, University of Nevada, Las Vegas; Miguel Gonzales, University of Nevada Las Vegas; Dana L. Bickmore, University of Nevada Las Vegas

This study examined the effectiveness of mentoring and coaching provided to support fifty-four aspiring administrators in a university-based principal preparation program. Findings indicated participants valued both mentoring and coaching in their preparation as future administrators. Four suggestive themes regarding what the participants learned from mentoring and coaching included: the importance of organization and time management, the importance of building relationships, the importance of effective communication; and gained knowledge of specific administrative tasks.

Coaching Models in Innovative Leadership Preparation Programs Kimberly Kappler Hewitt, University of North Carolina at Greensboro; Jess Renee Weiler, Western Carolina University; Heidi Beth Von Dohlen, Western Carolina University; Bonnie C. Fusarelli, North Carolina State University; Jim Simeon, University of North Carolina at Pembroke

There is strong consensus among scholars that coaching during the internship is a feature of strong leadership preparation programs, yet there is limited research on the nature of coaching programs, their features, and their impact. Accordingly, this collective case study of the designs and dosages of the coaching models from five innovative leadership preparation programs addresses a gap in the current literature.

Initial Assessment for Principal Licensure: Traditional, Transitional, or Transformative Stephen P. Gordon, Texas State University; Julie Diehl, N/A

The purpose of this paper is to analyze state policy and practice regarding assessment for initial principal licensure. The paper reviews the literature on state assessment for initial licensure and concludes that most state assessments fall into the traditional or transitional rather than transformative category. The paper also provides an in-depth analysis of Texas's revised TExES Principal Examination and new Performance Assessment for School Leaders (PASL) as examples of current state policy and practice.

Principal Identity, Decision-Making and Cognitive Dissonance: Implications for Leadership Preparation Lynette Brunderman, University of Arizona; Mindy White, University of Arizona

This study examines the identity journey of an early-career principal who narrates his professional identity formation. He describes his personal struggle with conflicting values (cognitive dissonance), ultimately leading him to leave the principalship. Using Crow, Day & Møller’s (2017) framework, his identity formation is situated within social structures and hierarchies of power and control. Leadership preparation can help aspiring leaders to understand their own professional identity navigating school improvement embedded within the political climate.

Using Research on Neuroeconomics Games to Train School Leaders’ Decision Making Yinying Wang, Georgia State University

This article demonstrates how to use three neuroeconomics games adapted from game theory—the Ultimatum Game, the Trust Game, and the Public Goods Game—in training school leaders’ decision making. These games have been commonly used neuroeconomics studying decision making. For each game, I first outline how to play it in decision-making training in school leadership preparation programs, followed by the constructs relevant to decision making, including fairness, justice, reciprocity, emotions, trust, distrust, and altruistic punishment.

Facilitator: Michael Johaneck, University of Pennsylvania

175. Celebrating Multilingual Students

UCEA Annual Convention

Paper Session

4:35 to 5:30 pm

Marriott Marquis Houston: Floor 3 - Briargrove A

Participants:

Educational Leadership in an Indigenous Community in Guerrero, Mexico Leslie Reese, California State University Long Beach

The present action research study documents the perspectives and activities of Amuzgo-speaking educational leaders in Mexico as they seek to construct an educational program designed to improve educational outcomes for indigenous youth. Grounded in a linguistic minority rights framework, the study documents the visions for educational equity embraced by leaders in this community, the characteristics and actions leaders view as necessary for effective school leadership in their sociocultural context, and implementation challenges that leaders face.

Understanding Navajo K-12 Public School Finance in Arizona through Tribal Critical Theory. Oscar Jimenez-Castellanos, Santa Clara University; David G Martinez, University of South Carolina

This study conducts a longitudinal descriptive analysis (2006-2012) to examine Navajo K-12 school district demographics, academic achievement, tax rates, land valuation and school district revenue framed within the sub contexts of Tribal US Relations and Tribal Critical Theory. This study has two conclusions: (1) there is a growing achievement gap between Navajo and Arizona districts and (2) our results suggest that Arizona’s equalization formula is not effectively counterbalancing the impact of local property wealth

Culturally Sustaining Instructional Leadership: The Similarities and Differences Between Principals in NC and MT/WT William T Holmes, University of Wyoming
This study is a follow-up to the UCEA 17 presentation on the Culturally Sustaining Instructional Leadership beliefs of principals leading Native American public schools in Montana and Wyoming. Specifically, this study looks at the beliefs of the principals of school district in NC with a large African American student population and then, compares the results of the NC principals with the MT/WY principals looking for similarities and differences to better understand the CSIL framework.

Unsettling Indigenous Colonization to Advance Political Equality: Tribal Justice in Research and Art

This qualitative study explores Indigenous critical scholarship and creative artistry. Connections are to politics and policy, and curriculum and leadership. Represented are Indigenous views of accountability to colonization by settler states within the global Canadian context. Methods involved a targeted review of Indigenous-produced scholarship and an analysis of Canadian Indigenous public artworks. Indigenous voice offers political truth telling about, and tribal protest of, colonialism, itself an ongoing problem of humanity as well as social justice.

Culturally Sustaining Instructional Leadership: The Voice of Native American Public School Principals in MT/WY

This study is a follow-up to the UCEA 17 presentation on the Culturally Sustaining Instructional Leadership beliefs of principals leading Native American public schools in Montana and Wyoming. Specifically, this study seeks to revisit the principals previously surveyed gathering their voice via follow-up interview protocol in order to bring color, context, and greater comprehension to previously collected results expanding the understanding and depth of the CSIL framework.

Facilitator:
Francisco Guajardo, University of Texas Rio Grande Valley

176. Perspectives on Principal Growth: Autonomy, Collaboration, and Learning

UCEA Annual Convention
Paper Session
4:35 to 5:50 pm
Marriott Marquis Houston: Floor 3 - Briargrove B
Participants:
Applying Motivational Lenses Toward an Understanding of District Support for Principal Learning, Development, and Success Timothy G. Ford, University of Oklahoma; Alyson Leah Lavigne, Utah State University
We use theories of motivation to organize empirical findings on the role/influence of school districts on principal leadership. We thus inquired: What are the conditions under which school principals’ success are enhanced, and how does the district facilitate these conditions? In pursuing this question, we hope to: 1) address concerns that research in this area is relatively atheoretical, and 2) strengthen the extent to which this research can successfully be applied to practice.

Collaborative Principals Network: A Catalyst for Change Jennifer Karnopp, Indiana University
Collaborative school networks support change by linking school leaders to others engaged in similar change work (Bryk, et al., 2015). Here, principals are information brokers, bridging and buffering ideas from the outside (Daly et al., 2014), Understanding how knowledge flows within a collaborative network is important for understanding its potential as a catalyst for change. This paper draws from organizational theory and utilizes social network analysis to understand how principals participate in network information flows.

Control, Autonomy, and Strategy: How School Principals Perceive and Strategize the Uses of Autonomy Taeyeon Kim, Michigan State University
As federal, state, and local controls are continually added to accountability measures, school leaders face the challenge of negotiating boundaries of autonomy. This paper explores how school leaders perceive their districts control and/or support school-level autonomy and how they strategize using autonomy. I found that 1) school leaders recognized their districts’ control as a form of accountability which undermines school autonomy and 2) leaders use multiple strategies in utilizing autonomy in relation to school contexts.

Local Educational Departments and School Autonomy in School Improvement: A Multiple-Case Study in Chinese Urban Districts Feng Wei, University of Utah; Yongmei Ni, University of Utah; Irene H. Yoon, University of Utah
As achieving balanced development of compulsory education has become an important policy goal in China, various decentralized school improvement programs have been implemented by local educational departments (LEDs). How these programs have been implemented has not been fully examined. This cross-case qualitative study focuses on three widely-adopted school improvement models and examines the roles LEDs and schools played in the school improvement process and what tensions arise between the control of LEDs and school autonomy.

Principal Professional Learning Communities: A Case Study of an Elementary to High School Feeder Pattern Amy Serafini, Auburn University; David DeMathews, University of Texas - El Paso
The purpose of this qualitative case study was to investigate a principal PLC in a medium-sized urban district along the U.S.-Mexico border. The PLC was made up of principals working in one community. The community served a high population of English language learners (ELLs), students deemed by state criteria to be “at-risk,” and students who are recent immigrants from Mexico or have parents who are immigrants.

Facilitator:
Kristina Brezicha, Georgia State University

177. Culturally Responsive Leadership for Improving Student Educational Experiences

UCEA Annual Convention
Critical Conversations and Networking Sessions
4:35 to 5:50 pm
Marriott Marquis Houston: Floor 3 - Kingwood A
Students from marginalized groups often experience schooling negatively due to inequitable policies, and, in particular, discipline policies, that inevitably contribute to the school-to-prison pipeline. As scholars continue to examine disparate outcomes for students of color, against a backdrop of changing demographics, teacher practices and organizational policies continue to be salient issues. This session presents the work of three scholar-practitioners connecting concepts of Social Justice Leadership and Cultural Responsiveness to ensure equity for all students.

Facilitators:
April L. Peters-Hawkins, University of Houston
Ruth Maria Lopez, University of Houston
Heather Christine Willis, University of Houston
Kimberly Anne Walters, University of Houston
Gerardo Medina, N/A

178. Community Partnerships in Education: Narratives of Working for Justice

UCEA Annual Convention
Critical Conversations and Networking Sessions
4:35 to 5:50 pm
Marriott Marquis Houston: Floor 3 - Kingwood B
This session is for community centric educational leaders interested in creating sustainable partnerships that challenge the traditional notions of the role of leadership, research, and scholarship. The conversation includes academics, a community centric leader, and a parent who operationalize the concept of collective transformative agency as they discuss their writing process (collectively) for a special issue of an academic journal. Narratives about creating and working across the boundaries of school, academy, and community are highlighted.

Facilitator:
Gretchen Givens Generett, Duquesne University

Participants:
Jacqueline Roeback Sakho, Lewis & Clark College
Darius Pried, Duquesne University

179. Developing Ethical Educational Leaders: A Mini-Workshop featuring UCEA’s new PSEL Textbook

UCEA Annual Convention
Special Session
4:35 to 5:50 pm
Marriott Marquis Houston: Floor 3 - Meyerland A

Planning to revise your ethics course? Or developing a new course or curriculum module on ethical educational leadership? This workshop is designed for you. The session features UCEA's latest textbook breaking down the new PSEL and NELP standard Number two: Ethics and Professional norms. Editors and contributing authors will share their chapters, the research that supports it, and sample curriculum units and then engage participants in curriculum development activities and discussion.

Presenters:
William C. Frick, University of Oklahoma
Michelle D. Young, UCEA & University of Virginia
Barbara L. Pazezy, University of North Texas
Susan C. Faircloth, University of North Carolina Wilmington
Karen Stansberry Beard, Ohio State University
Marla Israel, Consortium for the Study of Leadership and Ethics and Education (CSLEE) and Director of Student Learning Programs for Stevenson High School D125

Facilitator:
Lisa Bass, North Carolina State University

180. Coalitions and Collaborations: School District-University Partnerships

UCEA Annual Convention
Critical Conversations and Networking Sessions
4:35 to 5:50 pm
Marriott Marquis Houston: Floor 3 - Montrose A

Abstract Coming Soon!

Facilitators:
Marla Weather McGhee, Texas Christian University
April L. Peters-Hawkins, University of Houston

Participants:
Bradley W. Carpenter, University of Houston
Jo Beth Jimerson, Texas Christian University
Erin Atwood, Texas Christian University
Cherie Washington, Fort Worth Independent School District
Linda Parker, Eagle Mountain-Saginaw Independent School District

181. Invited Work Session: Research Collective on Black Education & Leadership

UCEA Annual Convention
Critical Conversations and Networking Sessions
4:35 to 5:50 pm
Marriott Marquis Houston: Floor 3 - River Oaks A

The proposed session will convene education leadership faculty advancing research focused on Black education and leadership, conceived broadly.

As part of a series of research meetings organized by the Research Collective on Black Education & Leadership (Teachers College, Columbia University) participants will have dedicated time to discuss the state of research at the intersections of Blackness, schooling, and leadership and develop a research work plan for interdisciplinary and intergenerational collaboration beyond the convention.

Facilitators:
Sonya Douglass Horsford, Teachers College, Columbia University
Phillip A Smith, Teachers College, Columbia University
ArCasia James, University of Illinois at Urbana-Champaign

Participants:
Mark Anthony Gooden, Teachers College, Columbia University
Linda C. Tillman, University of North Carolina at Chapel Hill
Kofi Lomotey, Western Carolina University
Rodney Hopson, George Mason University

182. Families, Schools, and Addiction: (Re)Envisioning Schools as Places of Hope and Healing

UCEA Annual Convention
Critical Conversations and Networking Sessions
4:35 to 5:50 pm
Marriott Marquis Houston: Floor 3 - River Oaks B

The purpose of this session is to facilitate critical conversations amongst participants about how schools could be (re)envisioned as places of support, hope, and healing for families with drug and alcohol addictions. The objectives of the session are to critically examine our beliefs and assumptions about parents with addictions, to discuss the narrative and counter-narrative surrounding parents with addictions, and to innovatively consider how schools might better support families with substance use disorders.

Facilitator:
Kara Lasater, University of Arkansas

183. Entrepreneurial Approaches to Helping School Leaders: Translating Research into Reforms

UCEA Annual Convention
Critical Conversations and Networking Sessions
4:35 to 5:50 pm
Marriott Marquis Houston: Floor 3 - River Oaks C

This session is for status-quo busters ready to think generatively about how to conduct and package research so educators “in the trenches” use it. Inspired by Penuel et al. (2018) who found that “the kinds of research district leaders find useful are not primarily peer-reviewed impact studies,” (p. 540) we will illuminate the demand side for research using empathy maps, then explore a range of examples to generate breakthrough ideas for amplifying impact on practitioners.

Facilitator:
Leslie Hazle Bussey, GLISI

Participants:
Justin M Bathon, University of Kentucky
Gretchen Givens Generett, Duquesne University
Meredith I. Honig, University of Washington
Scott McLeod, University of Colorado Denver
Jennifer H Cox, University of Louisville

184. The Constellation of Coaching: Examining the Work of Principal Supervisors, Aspiring Leader Coaches, & Instructional Coaches

UCEA Annual Convention
Critical Conversations and Networking Sessions
4:35 to 5:50 pm
Marriott Marquis Houston: Floor 3 - Sugarland A

This critical conversation will highlight innovative scholarship on principal
supervisors, aspiring leader coaches, and instructional coaches, sharing practitioners’ reflections on their coaching, and encouraging dialogue on the potential benefits and persistent challenges of coaching. It will spark discussion on the structures, roles, and daily work of three types of coaches who engage in instructional leadership to meet equity-oriented goals at different levels of the education system.

Facilitators:  
Rebecca Ann Thessin, George Washington University  
Sarah Woulfin, University of Connecticut  
Shelby A. Cosner, University of Illinois at Chicago

185. Roles and Efficacy of Teachers and Leaders  
UCEA Annual Convention  
Paper Session  
4:35 to 5:50 pm  
Marriott Marquis Houston: Floor 3 - Sugarland B

Participants:  
How principals in a decentralized district report their self-efficacy and autonomy Jodi Saxton Moon, Indiana University  
This study explores Houston Independent School District (HISD) principal perceptions of their degree training programs, their current capacity, and their professional development and support. HISD is decentralized. Decentralization requires that principals understand how to analyze their student data and have the capacity to plan strategically based on student needs. Using a questionnaire, we analyze how HISD principals’ rate their autonomy, efficacy, and central administration support.

Using Immersive Simulations to Increase Self-Efficacy in Leading Professional Learning Communities Robert Holland Voelkel, Jr., University of North Texas  
While studies have identified effective, real-world immersive simulations, they have largely ignored using immersive simulations in educational leadership programs. This study investigated the relationship between critical skills within an immersive simulation environment and 26 leaders’ perceptions of self-efficacy in leading a professional learning community (PLC). Two overarching themes materialized from participants: improved confidence in leading a PLC, and a sense of refined or expanded skills in the context of new approaches to leading PLCs.

Gender and Principal Job Satisfaction: Examining Differences in Job Autonomy and Professional Support Sandie L. MacDonald, NH Department of Education; Christopher Benedetti, Plymouth State University  
Efforts to address high levels of principal turnover have largely focused on indicators of dissatisfaction reported by exiting principals. Using a secondary dataset from the National Center for Education Statistics (NCES), this study examined differences in indicators of satisfaction reported by active principals, grouped by gender and experience. The results of this study can be used by state and local agencies in their efforts to create policies to increase principal retention.

Exploring Teacher Efficacy Beliefs in Puerto Rico: Results from a Neuroeducation Professional Development Study Ranjini Mahinda JohnBull, Johns Hopkins University; Mariale Hardiman, Johns Hopkins University  
Equity in access to research on the brain and learning is challenging. Partnering with non-traditional organizations might improve access and knowledge in territories like Puerto Rico. Perversely, we found that a 45-hour professional development on a neuroeducation framework improved teaching efficacy. Given a new culturally different context with private school teachers, we explored whether a 3-day neuroeducation PD could elicit a similar impact on teaching efficacy, especially with simultaneous translation of English to Spanish.

PreK-12 Equity Directors: Role Configurations, Constraints, and Affordances Terrance Green, University of Texas - Austin; Decoteau J. Irby, University of Illinois at Chicago; Ann M. Ishimaru, University of Washington  
Amid persistent racial inequities in education, a growing number of school districts across the U.S. have created and filled Equity Director positions but we know little about this newer systems leadership role. The purpose of this study is to examine how Equity Directors approach and enact change from their position within school districts. We also analyze how Equity Directors’ positionality and role configuration support and/or constrain their efforts to enact equity-centered changes.

Facilitator:  
Megan Tschannen-Moran, College of William and Mary

UCEA Annual Convention  
Paper Session  
4:35 to 5:50 pm  
Marriott Marquis Houston: Floor 3 - Westchase

Participants:  
By Default or By Design: State Political Culture and Teacher Evaluation Policy Douglas M Wieczorek, Iowa State University; Ian Mette, University of Maine; Israel Aguilar, Texas A&M University-Corpus Christi  
In this study we analyzed how eight states’ individual political cultures and policy histories may have influenced teacher supervision and evaluation policies developed under No Child Left Behind (NCLB) and Race to the Top (RTTT). We discuss how political culture and policy history may subsequently influence how all 50 states develop and implement teacher supervision and evaluation policies in the absence of federal regulatory authority and direction under ESSA.

Emphasis on College and Career Readiness and Equity in ESSA State Accountability Plans Donald G. Hackmann, University of Illinois at Urbana-Champaign; Joel R Malin, Miami University; Debra D Bragg, University of Washington  
This study employed Critical Policy Analysis to analyze ESSA state plans, to determine the emphasis on college and career readiness (CCR) and equity. State plans varied significantly, with CCR featuring prominently in only a few. Most states have identified CCR components as part of school quality or student success indicators. Even states making CCR a central focus typically apply colorblind approaches, addressing CCR for all students rather than focusing on improving performance for student subgroups.

Sensemaking of Texas House Bill 5: College and Career Readiness for All Donna Lynn Clark, University of Houston; Virginia Snodgrass Rangel, University of Houston  
The goals of this qualitative case study are to understand how district and campus administrators, teachers, and counselors in a high achieving suburban school district have interpreted and implemented Texas House Bill 5 and to understand stakeholder perceptions about key factors of implementation. This is a study of implementation across two economically disadvantaged high schools in a suburban district. Data will be analyzed in search of means to improve the system based on stakeholder perceptions.

The Potential of Teacher Leadership: An Analysis of Policy Discourse in Iowa Matthew Stier, University of Iowa  
In 2013, the Iowa General Assembly passed House File 215, which established the Iowa Teacher Leadership and Compensation System (TLC). This policy sought to improve student achievement by promoting collaboration and professional growth using teacher leadership. To understand the development and implementation of this policy, institutional theory was used
as a lens for analyzing the policy documents and public discourse (i.e. newspaper articles) surrounding the TLC. Findings highlight the stakeholder perspectives and patterns of implementation.

The Right to Literacy Litigation in Detroit: State Responsibility Comes with State Education Policy Control

David Arsen, Michigan State University; Kelly Stec, N/A

This paper examines Gary B. v. Snyder, an important case filed in federal district court on behalf of children in some of Detroit’s lowest-performing schools. The plaintiffs advance a novel due process claim that a minimal education allowing children to become literate is a federal constitutional right. The state argues that although outcomes are abysmal, it is not responsible for Detroit school operations. This paper shows that state education policies have powerfully shaped Detroit’s schools.

187. International Summit II - Forging an International Leadership Research Collective

UCEA Annual Convention
Special Session
4:40 to 5:50 pm
Marriott Marquis Houston: Floor 3 - Meyerland B

This working session will continue previous discussions of developing stronger collaborations among existing research projects and/or imagine ones that create new areas of inquiry.

Facilitator:
Monica Byrne-Jimenez, Indiana University

188. General Session III: Graduate Student Council Keynote

UCEA Annual Convention
Special Session
6:00 to 7:00 pm
Marriott Marquis Houston: Floor 2 - Houston 4

189. UCEA Barbara L. Jackson Scholars Network Recognition Ceremony

UCEA Annual Convention
Special Session
7:15 to 8:45 pm
Marriott Marquis Houston: Floor 2 - Houston 4

190. UCEA Film Festival II

UCEA Annual Convention
UCEA Film Festival
9:00 to 10:00 pm
Marriott Marquis Houston: Floor 2 - Houston 4
191. **Jackson Scholars Network Advisory Board Meeting**

UCEA Annual Convention

Meeting

7:00 to 7:50 am

Marriott Marquis Houston: Floor 3 - Briargrove A

Facilitators:

- Lisa Bass, North Carolina State University
- Hollie Mackey, University of Oklahoma

Participants:

- Enrique Aleman, Jr., University of Texas at San Antonio
- Michael Dantley, Miami University
- Maria Luisa Gonzalez, Professor Emerita
- Mark Anthony Gooden, Teachers College, Columbia University
- Michael Gerard Gunzenhauser, University of Pittsburgh
- Wayne D. Lewis, University of Kentucky
- Gerardo R. Lopez, University of Utah
- Khaula Muradtha, Indiana University
- Thu-Suong Nguyen, Indiana University
- Pamela D. Tucker, University of Virginia
- Fernando Valles, Texas Tech University
- Irene H. Yoon, University of Utah
- Michelle D. Young, UCEA & University of Virginia

192. **Leadership for School Improvement SIG**

UCEA Annual Convention

Meeting

7:00 to 7:50 am

Marriott Marquis Houston: Floor 3 - Briargrove B

Facilitator:

- Kristin Huggins, Washington State University

Participants:

- Pamela A. Angelle, University of Tennessee at Knoxville
- Brandon L Clark, Iowa State University
- David DeMathews, University of Texas - El Paso
- DeMarcus Antonio Jenkins, University of Arizona
- Tamilah Richardson, The George Washington University
- Elizabeth Leisy Stosich, Fordham University
- Rebecca Ann Thessin, George Washington University
- Douglas M Wieczorek, Iowa State University
- Alison Shelby Page Wilson, University of Oklahoma
- Angela Urick, University of Oklahoma

193. **Leadership for Social Justice SIG**

UCEA Annual Convention

Meeting

7:00 to 7:50 am

Marriott Marquis Houston: Floor 3 - Kingwood A

Facilitator:

- Rosa Rivera-McCutch en, Lehman College CUNY

Participants:

- Joshua Bornstein, Fairleigh Dickinson University
- Leslie Locke, University of Iowa
- Hollie Mackey, University of Oklahoma
- Bradley Porfilio, CSU East Bay

194. **UCEA Research on Women in Leadership SIG**

UCEA Annual Convention

Meeting

7:00 to 7:50 am

Marriott Marquis Houston: Floor 3 - Kingwood A

Facilitator:

- Charol Shakeshaft, Virginia Commonwealth University

195. **UCEA Program Center for the International Study of School Leadership**

UCEA Annual Convention

Meeting

7:00 to 7:50 am

Marriott Marquis Houston: Floor 3 - Meyerland A

Facilitators:

- Jami Royal Berry, University of Georgia
- Charles L Slater, California State University Long Beach
- Melanie Brooks, Monash University

Participants:

- Pamela A. Angelle, University of Tennessee at Knoxville
- Khalid Arar, The Center for Academic Studies - Israel
- Ty-Ron M. O. Douglas, University of Missouri
- Miriam D. Ezzani, University of North Texas
- Gaëtane Jean-Marie, University of Northern Iowa
- Katherine Cumings Mansfield, University of North Carolina at Greensboro
- Rachel McNae, University of Waikato, Hamilton, New Zealand
- Sheryl Cowart Moss, Georgia State University
- Elizabeth T. Murakami, University of North Texas
- Whitney Sherman Newcomb, Virginia Commonwealth University
- Izhar Oplata, Tel Aviv University
- Chen Schechter, Bar-Ilan University
- Steve Sider, N/A
- Allan Walker, The Education University of Hong Kong
- Jane Wilkinson, N/A

196. **UCEA Program Centers Director Board of Directors and Advisory Board Meeting**

UCEA Annual Convention

Meeting

7:00 to 7:50 am

Marriott Marquis Houston: Floor 3 - River Oaks A

Facilitator:

- Jayson W Richardson, University of Kentucky

Participants:

- Jami Royal Berry, University of Georgia
- Kevin Brady, University of Arkansas
- Melanie Brooks, Monash University
- Lanecul Brown, Duquesne University
- Sara Dexter, University of Virginia
- Miriam D. Ezzani, University of North Texas
- Gretchen Givens Generett, Duquesne University
- Walter H. Gmelch, University of San Francisco
- Lori A Jockel, Duquesne University
- Muhammad Khalifa, University of Minnesota
- Scott McLeod, University of Colorado Denver
- Meredith Mountford, Florida Atlantic University
- Ross Notman, University of Otago
- Amy Olson, Duquesne University
- Katie Peckel, University of Minnesota
- Karen Riley, University of Denver
- Heather Rintoul, Nipissing University
- Andrea K. Rorrer, University of Utah
Participants:
Nick Sayers, Georgia State University
Charles I. Slater, California State University Long Beach
Terah Talei Venzant Chambers, Michigan State University
Leigh Ellen Wallace, University of Wisconsin-Milwaukee

197. Learning and Teaching in Educational Leadership (LTEL)
Executive Committee SIG
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Marriott Marquis Houston: Floor 3 - Sugarland A
Facilitator:
Daniel Reyes-Guerra, Florida Atlantic University

198. UCEA Taskforce on Distance Learning
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Marriott Marquis Houston: Floor 3 - Sugarland B
Facilitator:
John Beuhring Nash, University of Kentucky

199. Latino Research SIG
UCEA Annual Convention
Meeting
7:00 to 7:50 am
Marriott Marquis Houston: Floor 3 - Westchase
Facilitator:
Monica Byrne-Jimenez, Indiana University
Participants:
David Aguayo, University of Missouri
Enrique Aleman, Jr., University of Texas at San Antonio
Karina C. Canaba, University of Texas - El Paso
Soribel Genao, CUNY Queens College
Leslie D. Gonzales, Michigan State University
Miguel Angel Guajardo, Texas State University
René O Guillaume, New Mexico State University
Frank Hernandez, Southern Methodist University
Gerardo R. Lopez, University of Utah
Melissa Ann Martinez, Texas State University
Sylvia Méndez-Morse, Texas Tech University
Elizabeth T. Murakami, University of North Texas
Juan Manuel Niño, University of Texas at San Antonio
Rodolfo Rincones, University of Texas - El Paso
Rosa Rivera-McCutchen, Lehman College CUNY
Patricia Rocha, Texas State University
Cristobal Rodriguez, Howard University
Mariela A. Rodríguez, University of Texas at San Antonio
Gloria M Rodriguez, University of California, Davis
Fernando Valle, Texas Tech University

200. Leadership Identity and Its Role in School Improvement
UCEA Annual Convention
Paper Session
8:00 to 9:10 am
Marriott Marquis Houston: Floor 3 - Briargrove A
Participants:
Assistant Principals for School Success in Teaching and Learning Anna Sun, Rowan University; Alan R. Shooh, University of Wisconsin-Milwaukee
This study investigated the perceptions of assistant principals in Pennsylvania and Texas about their evolving roles and responsibilities. The research results suggest there was a consistency in terms of the importance of the 56 school activities to the success of schools as rated by assistant principals. Most of the 56 activities were considered important by assistant principals regardless of their gender, age, years in present position, and years of experience in education.

Conditions supporting middle leaders’ work in organizational and system leadership: Hong Kong case studies Darren A. Bryant, The Education University of Hong Kong
Decentralization of school management has resulted in an expansion of school principals’ responsibilities, contributing to a further distribution of leadership responsibility to middle leaders. This research finds that middle leaders who expand their leadership responsibilities do so in contexts that utilize school mission, policy enactment, and organizational design as platforms for enhanced middle leadership.

Implementing School Improvement Plans: Perceptions and Implications of Aspiring Principals for Educational Leadership Programs Miguel Gonzales, University of Nevada Las Vegas; Dana L. Bickmore, University of Nevada Las Vegas; Maria Bandura Roberts, University of Nevada, Las Vegas
This study examines what aspiring principal candidates, in one university-based principal preparation program, learned as a result of collaboratively developing and implementing a school improvement plan. Findings revealed three significant themes: the challenge of delegating tasks to participants of the school improvement plan; the importance of establishing relationships; and the significance of making data-driven decisions. Findings can inform leadership preparation programs to redirect coursework that will help aspiring principal candidates improve leadership skills.

Mid-level Leaders as Policy Brokers: The Case of edTPA
Coordinators Craig Warner De Voto, University of Illinois at Chicago; David Mayrowetz, University of Illinois at Chicago
Examining the edTPA—a new teacher preparation policy tool—the author demonstrates how mid-level leaders serve as policy brokers. Known as edTPA Coordinators, these mid-level leaders were found to be influential sense-makers towards its implementation. Drawing from 43 interviews across two states and eight teacher preparation programs (TPPs), performative functions these individuals employed were highlighted, improving overall fidelity. At the same time, when they did not actively harness such functions, implementation proved difficult.
Facilitator:
Jason Deric Salisbury, University of Illinois at Chicago

201. Culture and Climate as a Lever for Change
UCEA Annual Convention
Paper Session
8:00 to 9:10 am
Marriott Marquis Houston: Floor 3 - Briargrove B
Participants:
Design-based school improvement: one principal's action-oriented research and scholarship to reduce slurs on campus Brooke Soles, California State University San Marcos
This design-based school improvement mixed-method study provides school leaders examples of what to consider when creating a safer campus climate by addressing lesbian, gay, bisexual, and transgender (LGBT) slurs. There are concrete steps principals can take to create safer schools. School leaders must prepare themselves to engage in challenging campus climate shifts the unpredictability of difficult, volatile, and complex human interactions around social status requiring enormously capable leaders.

Does Distributed Leadership Support Instructional Leadership and School Climate? Jiangang Xia, University of Nebraska
Currently, there is no serious body of empirical evidence to confirm expectations about highly interdependent patterns of distributed leadership (Leithwood et al., 2007). It is unclear about the effects of distributed leadership, instructional leadership, and school climate internationally. Through the use of innovative Multilevel Structural Equation Modeling (MSEM), we can examine the effects of distributed leadership, principal instructional leadership, and school climate across countries and levels.

Opening the Door: How Schools’ Physical Infrastructures Shape the Work-Related Social Interactions of School Leaders
Matthew Shirell, The George Washington University; James Spillane, Northwestern University
We examine the interaction of school systems’ educational and physical infrastructures in shaping on-the-job social interactions in schools. Formal leaders are located centrally in school buildings; their locations, however, provide them relatively few opportunities for unplanned encounters with colleagues. To counter this isolation, formal leaders discuss their efforts to maintain visibility to their colleagues. Our analysis informs efforts to design infrastructures that encourage interactions that can lead to sustainable educational improvement.

Principal influence and campus climate: Four catalysts for for changing schools
Page A. Smith, University of Texas at San Antonio; Patty Escobedo, Southwest Independent School District; wowek sean learney, Texas A&M University - San Antonio
Schools represent dynamic institutions that present numerous challenges and principals field many responsibilities as they coordinate campus stakeholders. As principals encourage student achievement, their abilities to influence campus constituencies loom large. Likewise, principals are responsible for sustaining healthy campus climates. Specifically, this study targets principal influence and how organizational climate intersects to improve the learning environments of schools.

Facilitator:
Cynthia L. Uline, San Diego State University

202. Critical Education Policy Analysis Matters: Challenging Traditional Perspectives to Advance a More Democratic Society
UCEA Annual Convention Symposium
8:00 to 9:10 am
Marriott Marquis Houston: Floor 3 - Kingwood A

Like many fields, educational leadership and policy have undergone significant transformations over the years. Critical policy analysis represents part of that shift and offers the promise of broader, deeper, different, and potentially more complex understandings of educational policy and leadership. To advance critical policy analysis and the opportunity to understand educational policy and leadership differently, our session will provide insight into theoretical and methodological approaches used by critical policy researchers today.

Participants:
The New Architects of Regulation: State Boards of Education as Policy Actors
Michelle D. Young, UCEA & University of Virginia; Amy Luelle Reynolds, University of Virginia; Bryan A. VanGroningen, University of Virginia
This paper explores State Boards of Education (SBOE) as policy actors. Thinking about SBOEs as policy actors focuses attention not only on the power, authority and policy making functions of state boards of education, but also on their networks, their actions, and the discourses constructed through the performance(s) of their policy work. Examinations of SBOEs as policy actors, therefore, offer the opportunity to explore what governing models have existed over time and across states and with what authority, what their specific policy roles and responsibilities are within the educational policy system, how they interact with other policy actors and networks, and to what end. Viewing SBOEs as policy actors shifts from the consideration of the SBOE as a unitary policy actor among other policy entities to viewing boards as part of a policy network (Agranoff & McGuire, 2001; Ball, 2008; Ball & Junemann, 2012; Bevir & Rhodes, 2003; Rhodes, 1997). In this paper, we examine SBOEs both in terms of their roles and level of authority as well as their participation in larger policy networks.

According to NASBE (2016), there are four roles common to SBOE’s across state contexts. These include: 1) policymakers who are responsible for policies that promote educational quality, 2) advocates who are responsible for quality education for all students, 3) liaisons who seek to foster relationships and two-way communication between education and others, and 4) consensus builders who work to find common ground among the various parties that influence education policy. Our analysis focuses on three states that fit the first role identified in NASBE’s framework, SBOEs as policymakers who are engaged in designing policy that regulates the work of K-12 educators. Our analysis considers the nature of SBOE policy work, the individuals making up the SBOE, their broader policy networks, and the implications of their efforts for the regulation of K-12 education in the state. According to Ball (2008), networks are indicative of “a new ‘architecture of regulation’ based on interlocking relationships between disparate sites in and beyond the state” (p. 761). In this new architecture policy is influenced and made piecemeal in a variety of spaces by a variety of actors and then welded together based on alliances and network goals. Importantly, network goals may not be the same as those publicly and formally communicated by governmental bodies. Thus, network analysis provides a particularly powerful strategy for interrogating SBOEs as policy actors.

Schools as Refuge? The Politics and Policy of Educating Refugees in Arizona
Jill Koyama, University of Arizona; Ethan Chang, UC Santa Cruz
Since 1975, roughly three million refugees have resettled in the U.S. Thirty-seven percent are school-aged children between five and 18 years of age and an estimated 1.2 million refugee students attend schools across the U.S. Yet we know very little about how education policy are enacted with regard to these newcomer students. Drawing on data collected during a thirty-six-month ethnography of refugee networks in Arizona, we examine how formal school actors (such as, principals and teachers), parents, and staff at community-based organizations make sense of and negotiate national immigration policy and state education policies. Framed by critical discourse analysis (CDA), bolstered with the conceptual resources of actor-network theory (ANT), we trace how policy actors, in and out of schools, work together, and against each other to enact policy. Capturing the shifting and precarious moments of authority, consensus, and contentions in policy and politics across Arizona, we demonstrate how specifically, the policies around English language acquisition and academic support, in fact, further isolate the refugee students and diminish their formal learning experiences in the U.S.

Toward a Mujerista Politics of Education: Latina Mothers and the Making of Teacher Quality Policy
Nereida Oliva, University of Utah; Enrique Aleman, Jr., University of Texas at San Antonio
This paper presents findings from a qualitative research study conducted with and for Latina mother leaders. Using a mujerista (womanist) framework (Galvan, 2006; Revilla, 2004), we demonstrate how Latina mother leaders understand and articulate forms of leadership to advocate for their children, and utilize
leadership strategies in the development and creation of educational policy such as teacher quality policy. For the Latina mother leaders in this study, their politics of education do not occur in isolation of federal and state policies such as immigration and health care, rather this micropolitics of their school site requires that they creatively respond and disrupt the politics and policies placed upon them and create their own politics of education that is grounded in respect, dignity, and care. We conclude with an outline of what we understand as muxerista politics of education, the process in which with Latinx mothers create and implement school policy. A muxerista politics of education can help educators and educational policy makers include Latinx mother leaders, and other parent leaders of color, in the policy decision making process and to also work with community organizations and groups advocating for social justice and equity for Latinx communities in particular.

Diversity for Whom? Gentrification, Demographic Change, and the Politics of School Integration

Sarah Diem, University of Missouri
Jennifer Jellison Holme, University of Texas - Austin
Wesley Edwards, University of Texas - Austin
Madeline Laurinda Haynes, University of Texas - Austin
Eliza Epstein, University of Texas - Austin

Although not a new phenomenon, gentrification and the displacement of low income residents of color from neighborhoods where they have long-resided has accelerated over the last 20 years. Since 2000, 20% of low income neighborhoods have gentrified, doubling the amount that occurred in the 1990s (Maciag, 2015). With gentrification, comes change to the demographic make-up of neighborhoods, which has potential implications for changes to the student population of school districts. While the forces of gentrification may be hard to combat in our capitalist, neoliberal society, school districts still have at their disposal the ability to create and implement policies to create and maintain racially and economically diverse school settings despite demographic changes. Indeed, many school districts are voluntarily pursuing integration in rapidly changing geographic, demographic, and political contexts. In our study, we conducted a comparative case study of five districts located in gentrifying metropolitan areas to explore the strategies they are using to pursue diversity in an evolving demographic and political climate. We are particularly interested in how these districts negotiate the political and technical challenges involved in the pursuit of diversity. We selected these districts for diversity in terms of geographic region, type of integration plan, and evidence of gentrification and demographic change existing in the district and metropolitan area. We also selected districts that have a long history of implementing policies that seek to provide integrated school settings and have more experience at altering their plans as contexts shift, as well as districts that are newer to integration planning and are specifically attempting to address gentrification and demographic shifts in their contexts through their integration plans. We conducted a critical policy analysis through the lenses of interest convergence and geography of opportunity to explore how school districts negotiate interests and demands of powerful stakeholders while also taking advantage of their interest in diversity. This framework allowed us to focus our analysis on issues of power and who gets what, when, and how (Authors, 2014), how equity for people of color is pursued and advanced when it is in the best interests of white individuals (Bell, 1980; Milner, 2008), and how the changing geography of race and opportunity is associated with metropolitan growth patterns (de Souza Briggs, 2005; Tate, 2008). Our findings illustrate that districts without a prior history of pursuing diversity efforts have taken more of an opportunistic approach to gentrification, using gentrification to bring diversity to schools. Yet, the districts with longer-standing integration plans are taking more of a reactive approach with little planning, managing the process as it proceeds. Ultimately, while these districts are maintaining or even increasing school diversity in the face of gentrification, our study raises broader equity questions that need further inquiry in terms of within-district equity, and particularly about the displacement of students.

Facilitator:
Sarah Diem, University of Missouri

203. Leading Districts for Capacity and Success

UCEA Annual Convention
Paper Session
8:00 to 9:10 am
Marriott Marquis Houston: Floor 3 - Kingwood B

Participants:
Hurricane Harvey: School Districts in Crisis...Leaders in Action
Lynn M Hemmer, Texas A&M University - Corpus Christi
Doyne Scott Elliff, Texas A & M University

This purpose of this qualitative study was to learn directly from superintendents what were the leadership challenges they faced, the immediate and longer-term policy and regulatory issues they endured, and cross-district collaborative structures they devised to overcome the challenges presented by Hurricane Harvey. Tactical decisions were made preparing for the crisis, weathering through it, and setting a course for recovery. Decisions became adaptive as pressing issues surfaced that were outside the scope of normal operations.

Leadership as Design: A case study of how a rural district changed student learning pathways
Julie M. Kallio, University of Wisconsin-Madison

This paper examines how a leader in a rural district created and collaboratively implemented the Learner Proficiency Profile, an artifact that supports individual learning pathways. Through an analysis of the vision of teaching and learning, the features and affordances of the artifact itself, and a reconstructed design narrative, I suggest that a reconceptualization of leadership as design provides insight into how innovative leadership enacts and sustains change in educational systems.

Learning leadership: Developing capacity across a system for learning leadership
Sabre Cherkowski, University of British Columbia

The purpose of this qualitative case study was to understand how to build capacity for learning leadership to grow innovation and build professional learning. Collective learning initiatives to explore inquiry, assessment, and feedback were important for learning leadership development. Creating conditions for innovation as part of the work of learning leadership requires ongoing attention to change processes, appreciative perspectives, and compassion and empathy for learning community members.

The Impact of Early Social Awareness of Injustice on District Leaders: A Phenomenological Study
Samuel Lawrence Gonzales, Texas A & M University; Elisabeth M Krimbill, Texas A&M University-San Antonio

Superintendents interact daily with students, teachers, employees, and community members in their role as the educational leader of the district. As our society becomes even more diverse and stratified, it is vital that the educational leaders know how to work with people of all social backgrounds, languages, and experiences. This qualitative study examines the experiences of 3 district leaders to identify the impact of early social awareness of injustice on their ethical constructs as Superintendents.

Critical Factors for Effective Human Resources Management and Student’s Academic Performance in Mbulo District Secondary Schools
CHELESTINO SIMBALIMILE
MOFUGA, Open University of Tanzania/Ruaha Catholic University of Tanzania

Education is a fundamental human right as well as a catalyst for
economic growth (Boniface, 2016). Globally, investment in education is done at three levels: primary, secondary and tertiary (2013). The main objective of the study is to assess the influence of personal, organizational and political factors as determinants of effective HRM on Secondary schools students’ academic performance in the Tanzania.

Facilitator:  
**Meredith I. Honig**, University of Washington

**204. The Power of a Network in Prep Program Redesign**

UCEA Annual Convention  
Special Session  
8:00 to 9:10 am  
**Marriott Marquis Houston: Floor 3 - Meyerland A**  
Program redesign is challenging and sometimes thankless work. Faculty engaged in collaborations around redesign, however, often find the work more fulfilling and powerful. In this session faculty engaged in the UCEA Program Design Network (UCEA-PDN) will share their experiences and insights into the power of such professional learning communities, promising practices, and their observations as facilitators of and participants in redesign work.

Presenters:  
**Corrie Stone-Johnson**, University at Buffalo, SUNY  
**Casey D. Cobb**, University of Connecticut  
**Andrea K. Rorrer**, University of Utah  
**Daniel Reyes-Guerra**, Florida Atlantic University  
**Bradley W. Carpenter**, University of Houston  
Facilitator:  
**David H. Eddy Spicer**, University of Virginia

**205. UCEA Teach-In for Social Justice**

UCEA Annual Convention  
Special Session  
8:00 to 9:10 am  
**Marriott Marquis Houston: Floor 3 - Meyerland B**  
This interactive session is part of UCEA’s effort to develop a “repository” of resources to use and a network of colleagues to learn from when teaching about the equity and social justice. This session is designed for faculty who have experience teaching for justice as well as those who are beginning to integrate this into their syllabi and curriculum. We invite participants to bring reading lists, classroom activities, ideas, and questions to share with others.

Presenters:  
**Decoteau J. Irby**, University of Illinois at Chicago  
**Colleen A. Capper**, University of Wisconsin-Madison  
**Terrance Green**, University of Texas - Austin  
**Michael P O’Malley**, Texas State University  
**Gerardo R. Lopez**, University of Utah  
Facilitator:  
**Monica Byrne-Jimenez**, Indiana University

**206. Resisting the Privatization of Public Education: Local School Leaders and Communities Countering Neoliberal Reforms**

UCEA Annual Convention  
Symposium  
8:00 to 9:10 am  
**Marriott Marquis Houston: Floor 3 - Montrose A**  
Neoliberalism has come to virtually all U.S. cities and states, though many educational leadership scholars may not know it under this label. Instead, what is widely known is charter schools, vouchers, and so-called “school reform;” all of which are contemporary forms of neoliberalism being applied in education (Lipman, 2011). This session will provide a description of neoliberalism, a case application in one city, its impact on district leadership, and community activist methods for countering it.

Participants:

**What is Neoliberalism?: Unpacking a controversial concept**  
Gary L. Anderson, New York University  
Many scholars avoid the term “neoliberal” because they either assume it is biased or they struggle with how to contextualize their analyses in a broader context of political economy. However, neoliberalism is less a normative concept than one that attempts to describe how the political and economic landscape has shifted globally since the 1980s. This paper will provide an overview of scholarly research and analysis of neoliberalism, or what some call “late capitalism” and describe neoliberalism in four dimensions: economic, political, cultural, and of perhaps more interest to UCEA, institutional/organizational. The U.S. republic was designed as a reaction against the British Monarchy and founded in principals of economic and political liberty, thus the notion of “liberalism”. Economic liberty defended free markets and property rights, while political liberty focused on individual liberties. After the economic depression of the 1930s, labor and other social movements created the conditions for a management-labor settlement in which the individual, who was unprotected from chronic unemployment, disability, support in old-age, etc. would be embedded in a welfare state that would provide social supports. Theorists such as Polanyi and Harvey have referred to “embedded liberalism” to describe the social democratic, Keynesian economics of the welfare state. The project of “neo”liberalism, then is to disembed liberalism from these state provisions. Mills (2017) in his critique of “ideal theory” as ideology argues that early liberal principles merely created new hierarchies of race and gender and seldom challenged hierarchies of race and gender, even in periods of embedded liberalism. While neoliberalism was promoted in the U.S. largely by Milton Freidman’s (1962) economic theory, it also has political, cultural, and institutional effects. Politically, it has spawned policy issue networks of think tanks, venture philanthropists, and advocacy organizations. Culturally, it plays on issues of race, gender, immigration and class to drive a wedge between the middle class and what they view as the undeserving poor. It also reshapes our identities and our life worlds. Institutionally and organizationally, New Public Management transfers market and corporate principals into the public sector, such as performance metrics, market incentives, and “steering from a distance” (Ball, 2003).

Neoliberalism Takes Over the Indianapolis School District and its Superintendent James Joseph “Jim” Scheurich, Indiana University  
The most obvious form of neoliberalism in education is charter schools whereby individuals and corporations can draw a profit from running public schools (Harvey, 2005; Lipman, 2011). In Indiana, this began with the state authorization of charter schools in 2001 (Townsend, 2012), drawing on “model” state legislation developed by the American Legislative Exchange Council (ALEC, www.alec.org), the main source of state level neoliberal legislation across the country (Anderson & Donchik, 2016; https://www.alecexposed.org/). In 2006, the Indianapolis-based Mind Trust emerges to direct the local expansion of neoliberalism (Townsend, 2012). In 2012, the Mind Trust, using millions of dollars from wealthy, conservative local and national sources, funded the election of four members of the Indianapolis Public School Board (IPS) (McCoy, 2016), though one of the Mind Trust-funded candidates, Gayle Cosby, turned against them when she learned about their goals and methods (McCoy, 2016). In the next election, the Mind Trust funded the election of the rest of the Board. They accomplished this takeover by spending $60-70,000 on each of their candidates whereas prior to this, it was possible for community members to get elected based on spending only $3-5,000 (Author, 2016, 2017). After the Mind Trust obtained control of the Board, they chose a Mind Trust-recruited superintendent who is charter-supportive (Brown, undated), started pushing students out of the district and into charter schools (Author, 2016), provided funding support to
countering neoliberal reforms: school leaders embracing a nationally to counter neoliberal reforms like mass school closure. Foundation community organizing stance reforms in urban communities. Examines the changing nature of school district governance and concludes with recommendations for future research that implications for urban education leadership. The paper study findings will illustrate the paradoxical nature of leading big spaces that blacks sought to enter as a means to political and public sphere is devalued and the very white neoliberal state. As Collins explained, under neoliberalism, the public sphere is increasingly diminished under the current centers of power, I explore the paradox of leading schools in the centers of power” and/or control their movement within the ND community resistance began to emerge. Then, in 2017, a new multi-racial, citywide community organization, the IPS Community Coalition, emerged to fight the implementation of neoliberalism in Indianapolis. This organization has grown from about 15 members to over 150 members today and has a strong presence on Facebook. Thus, this session will provide a narrative of the emergence of neoliberalism and community resistance to this “reform” in Indianapolis by an educational leadership professor who helped found the IPS Community Coalition.

leading schools in the new jim crow: neoliberalism and urban school leadership in the post-civil rights era sonya douglass horsford, teachers college, columbia university fifty years after dr. martin luther king, jr.’s death marked the end of the civil rights era (1954-1968), the effective education of black children and their integration into america’s system of public schools remain an elusive goal (bell, 2004; horsford, 2011). National efforts to close opportunity gaps and advance equity, diversity, and inclusion in schools and districts have emphasized the importance of culturally relevant and responsive leadership along with long-term plans to dismantle systemic oppression and institutional racism in urban systems. yet, the larger sociopolitical contexts and regimes in which urban school leaders work remain underexplored, particularly the role of neoliberalism and its implications for urban schools and urban school leadership. In this paper, I consider urban school leadership within the context of the “new Jim Crow” (alexander, 2010) – the state-sponsored system of racial order and control that uses race-neutral language in the post-civil rights era to sustain the segregationist regime of Jim Crow, a response to black progress and advancement. Informed by Patricia Hill Collins’s (1998) analysis of segregation and surveillance as tools to keep marginalized groups “outside the centers of power” and/or control their movement within those centers of power, I explore the paradox of leading schools in the new Jim Crow - a time when black activism and participation in the public sphere is increasingly diminished under the current neoliberal state. As Collins explained, under neoliberalism, the public sphere is devalued and the very white-dominated public spaces that blacks sought to enter as a means to political and social freedom are the same spaces that whites now seek “freedom from” (horsford, 2016) in pursuit of private goods, services, and communities. Using documentary evidence to describe and consider the impact of neoliberal school reform on big-city districts serving majority black school communities, study findings will illustrate the paradoxical nature of leading school for social justice in the New Jim Crow and its implications for urban education leadership. The paper concludes with recommendations for future research that examines the changing nature of school district governance and leadership in response to neoliberal policies and free-market reforms in urban communities.

countering neoliberal reforms: school leaders embracing a community organizing stance Anjale Welton, University of Illinois at urbana-champaign; rhoda freelon, spencer foundation
Communities of color have a noted history as leaders who cultivate school-community relationships and use community organizing strategies to counter neoliberal reforms that threaten the quality education their children rightly deserve (velásquez, 2014; Wilson & Johnson, 2015). For instance, a network of community organizers of color continues to work locally and nationally to counter neoliberal reforms like mass school closure that are simply quick fixes to address issues such as declining enrollments, poor academic performance, and budget limitations. This network argues that school closure is a larger neoliberal tactic to gentrify low-income Black and Latinx neighborhoods and monopolize the market with privatization and public charter schools (4AJ, 2014). Community organizing for education typically involves youth, parents, and community members leveraging their collective power to question policies that continue to underserve and deplete their schools of resources and opportunities (renée & McAlister, 2011; stovall, 2013, 2016; Su, 2007). Although, communities of color have a successful track record for leading school transformation processes that promote racial equity, when they go up against neoliberal reforms in particular, city officials and district-level administrators are often unwilling to listen to the concerns and solutions they have to offer (ishimaru, 2014; Khalifa, Jennings, Briscoe, Oleszewski, & Abd, 2014). Yet, according to research school administrators do in fact heed the leadership of youth, families and the community to enact equity-oriented changes (Annenberg, 2012; medratt et al., 2008). Unfortunately, educational institutions readily reinforce neoliberal policies that promote competition instead of sharing resources and collaboration, and award top-down decision making, not leadership that is bottom-up and shared with youth, families and the community (Ehrich & English, 2012; Ishimaru, 2014; Lipman, 2011). Thus, we suggest that school administrators learn community organizing principles so they are better equipped to share leadership with youth, families and community members, because collaboration with these stakeholders will be necessary to counter neoliberal reforms. Accordingly, in this paper, we provide examples for how leadership preparation programs can prioritize community organizing principles in their training and curriculum (Ehrich & English, 2012), so that the democratic values of shared/community leadership are developed in school administrators at their inception.

facilitator: James Joseph “Jim” Scheurich, Indiana University

207. Social Justice Leadership for Equitable Outcomes
Ucea Annual Convention
Critical Conversations and Networking Sessions
8:00 to 9:10 am
Marriott Marquis Houston: Floor 3 - River Oaks A
After desegregation mandates, the acts of overt segregation seemed to shift to a time of covert segregation within our school systems. Lewis and Diamond (2015) published Despite the Best Intentions that examines the continued inequity within school systems. One of the most crucial factors in response to oppressive forces is identifying and documenting cultural wealth to transform education and empower People of Color to utilize assets in their communities (Yosso, 2005, p. 82).

Facilitator: Desiree Viramontes Le, University of Texas - Austin

208. Improving how we teach quantitative methods to aspiring educational leaders
Ucea Annual Convention
Critical Conversations and Networking Sessions
8:00 to 9:10 am
Marriott Marquis Houston: Floor 3 - River Oaks B
The purpose of this Critical Conversation/Networking Session is to facilitate a conversation among instructors and students of quantitative methods. The goal for the proposed session is to identify, share, and discuss ways to improve how these courses are taught. The session will be interactive with the expectation that the panelists will begin the conversation, but that participants will drive it. The proposal suggests several questions that can be addressed.

Facilitators: Virginia Snodgrass Rangel, University of Houston
209. Informal Session on UCEA and UCEA Membership
UCEA Annual Convention
Special Session
8:00 to 9:10 am
Marriott Marquis Houston; Floor 3 - River Oaks C
During this session, members of UCEA’s Executive Committee and Membership Committee will provide information about UCEA membership and answer any questions attendees may have. This is an excellent way to find out more about the benefits of members, key UCEA initiatives, and to meet and interact with members of UCEA leadership team. All attendees are welcome.

Presenters:
Sara Dexter, University of Virginia
Miriam D. Ezzani, University of North Texas
William Black, University of South Florida

Facilitator:
Sara Dexter, University of Virginia

210. Seeking Understanding Through Eliciting Participants’ Voices
UCEA Annual Convention
Paper Session
8:00 to 9:10 am
Marriott Marquis Houston; Floor 3 - Sugarland A

Participants:
“They don’t respect us”: A Study with Latinx High School Students Informed by Photovoice Leslie Locke, University of Iowa; Gerta Bardhoshiti, University of Iowa; Jeremy Swanston, University of Iowa

Photovoice was used to elicit photographs and narratives meaningful to 10 Latinx students in Eastland High School’s Risk Academy, regarding their sense of belonging and connectedness to school. Three prominent themes emerged from the analyses including, Disconnection from School, Separation from the Main Body, and Support Comes from the Outside. While the Risk Academy was intended to be a place that would facilitate connectedness and belonging, according to the participants, it had the opposite effect.

Culturally Responsive Leadership from Privileged Positionalities: Grounding Decisions in Participant Voice Joseph Levitan, McGill University; Kayla M. Johnson, Pennsylvania State University

This paper discusses the promises and complexities of culturally responsive leadership in schools. It focuses on the complexities and potential practices for how to approach CRL when coming from a privileged position in society. The presentation stems from a research project in a rural secondary school in the Peruvian Andes that uses a participant voice methodology. Findings offer suggestions for participant voice practices and certain reflexive practices and careful interpretation from those in leadership positions.

Diversification of Leadership Formation Methodologies: Examination of Second-Person Immersion Trip Experiences Melodie Wyttenbach, University of Notre Dame; Michael Zelenka, University of Notre Dame

In this paper, we challenge traditional university leadership preparation programs to consider an emerging leadership paradigm that involves a diverse portfolio of methodologies which includes complimenting third-person learning experiences, with second-person methodologies where candidates are challenged to witness and converse with leaders in practice and enhance first-person phenomenological methodologies with deeper reflection. By focusing on the emerging second-person methodology of immersion trips, we examine outcomes associated with participation, and meaning candidates made of these experiences.

Through their eyes, in their words: Using photo elicitation to amplify student voice in research Samantha E Holquist, University of Minnesota; Jeff Walls, University of Louisiana at Lafayette

The purpose of this paper is to highlight the promise of photo elicitation-based data collection to authentically leverage student voice in research on policy and school improvement in ways that promote equity and critical social justice. We examine photo elicitation’s use as a data collection method in two studies. We appraise the benefits and shortcomings of photo elicitation, and potential alterations to the method based on emerging video and social media technologies.

Facilitator:
Cristobal Rodriguez, Howard University

211. Mission Critical: The Past, Present, and Future of Instructional Supervision
UCEA Annual Convention
Symposium
8:00 to 9:10 am
Marriott Marquis Houston; Floor 3 - Sugarland B

In this symposium, we begin by providing historical context of educational supervision and teacher evaluation. We then turn to the critical role that teacher empowerment and trust play in supervisory practice. We then turn our attention to the evolving role of the principal in supervision. Our final paper discusses the use of supervision to shape the school-wide learning environment. We conclude with a discussion of cultural shifts in instructional supervision and questions from the audience.

Participants:
A Policy and Political History of Educational Supervision and Teacher Evaluation W. Kyle Ingle, University of Louisville; Janie Clark Lindle, Clemson University

The first presenters examine the evolving roles and theories of educational supervision, including its shifting purposes and definitions, across these historical eras. Further, we discuss the development of professional identities among teachers and educational leaders, the development of differentiation of educational supervision among educators and educational leadership roles and positions as well as the specializations and expertise within these roles. We then turn our attention to the politicization of student learning outcomes and their conflation with accountability of states, districts, schools, and individual educators (teachers and educational leaders).

The Essential Role of Empowerment and Trust in Teacher Professionalism: Implications for Supervisory Practice Megan Tschannen-Moran, College of William and Mary; Christopher Gareis, College of William and Mary

The second presenters examine the role that teacher empowerment and trust play in developing teacher professionalism. Their thesis is that teaching is a profession, and professions require the expert exercise of learned judgment and skills. Therefore, educational leaders who are responsible for supervising the work of teachers must appreciate, support, and foster their professional discretion in daily practice. Inherent to a teacher’s exercise of discretion is the supervisor’s trust of the teacher. Equally inherent is the teacher’s trust of the supervisor. Therefore, an appreciation for the intersection of professional discretion and interpersonal trust is necessary for effective supervisory practice in schools.

The Evolving Role of the Principal in Supervision Mary Lynne Derrington, University of Tennessee at Knoxville
213. General Session IV: UCEA Presidential Address

UCEA Annual Convention
Special Session
9:20 to 10:30 am
Marriott Marquis Houston: Floor 2 - Houston 4

MARIELA RODRIGUEZ Que por mí no quede: The Impact of Our Actions When Mentoring School Leaders Introduction: April Peters-Hawkins, University of Houston We have a huge responsibility as scholars tasked with mentoring school leaders. The multiple roles we engage in as researchers, educators, and activists shape the ways our students grow as leaders. We are not defined just by our refereed publications and conference presentations. The ways we create learning opportunities for school leaders and engage them in (re)examining their roles will have a lasting impact whose reach we may never know. As such, we must reflect on the purpose of the work that we do. We must ensure that we have given everything of ourselves to help nurture school leaders willing to cultivate spaces for learning that inspire and empower the children who they serve.

214. Evaluation and Implementation: The Examination of Assessment in the Role of School Improvement

UCEA Annual Convention
Paper Session
10:40 to 11:50 am
Marriott Marquis Houston: Floor 3 - Briargrove A

Participants:

Matthew Vosberg, N/A; Teresa Wasonga, Northern Illinois University
Evaluating performance among educators has been driven, in part by the assumption that good principals just like good teachers enhance student achievement. However, like teacher evaluation, principal evaluation is not grounded on theory that explains how evaluation works; instead, it has disproportionately focused on measurement and merit pay while undermining intrinsic incentives. This study used Self Determination Theory to investigate the relationships among principal evaluation, principal motivation, and student achievement using data from Illinois principals.

Principal Evaluation Policies and Principals’ Learning-Centered Leadership Practices Morgaen Donaldson, University of Connecticut; Madeline Mavrogordato, Michigan State University; Peter Youngs, University of Virginia; Shaun Dougherty, University of Connecticut
There is widespread agreement among researchers, policymakers, and practitioners that principals play a critical role in providing high-quality education to students. This paper focuses on how district policies regarding principal evaluation are related to principals’ leadership practices in 23 districts in Michigan, Tennessee, and Connecticut. Based on policy analysis and surveys of 1,733 teachers in 80 schools, we use the learning-centered leadership framework to examine whether district policies are related to principals’ leadership practices.

School Administrators’ Perceptions on Comprehensive School Counseling (CSC) Adherence and Implementation Rachel Louise Geesa, Ball State University; Nick Elam, Ball State University; Renae Danielle Mayes, Ball State University; Kat Mcconnell, Ball State University
The purpose of our study was to explore school administrators' perspectives of school counselor evaluation. We used the ASCA National Model: A Framework for School Counseling Programs in this study. The framework includes four components (Foundation, Management, Delivery, and Accountability) which focus on the academic, personal/social, and career development of all students. Participants comprised 324 school administrators. Generally, administrators perceived the evaluation process to be
Black Leaders and the Pursuit of Equity and Social Justice in School Leadership

DRAFT 8/30/2018

UCEA Annual Convention
Symposium
10:40 to 11:50 am
Marriott Marquis Houston: Floor 3 - Briargrove B

Black leaders have long challenged dominant structures and ideologies in education that obstruct equity and social justice in education (Tillman, 2004). Black leaders’ perspectives, efforts, and experiences in pursuing equity and social justice serve as counter stories to the dominant narratives of school leadership. The focus of this symposium is examine the lived experiences of Black leaders from the past to present day schooling.

Participants:

Experiencing Educational Leadership through the Lives of Black Leaders Judy Alston, Ashland University

An oft-discussed, researched, and presented topic, leadership has well over 300 definitions as well as interpretations. Yet, there is still dearth of published research on Black leadership in general and Black leadership in schools more specifically. Much of the literature on leadership ignores the issue of race. The reality is that there has been race-neutral theorizing (Parker, 2005) in the study of leadership. White male privilege has been the standard to define, research, and report about leadership. Yet Black leaders have survived and thrived in arenas not designed for their existence nor their success. This paper will focus on how Black leadership has lived and excelled both historically and modern-day via the lenses of Intersectionality, Spirituality, and Intentionality.

Hidden Figures? An Analysis of Research on Urban Black Principals April L. Peters-Hawkins, University of Houston

Data suggest that the preponderance of Black principals serve in urban contexts, where a large number of Black children attend school. While several scholars have written about Black principals in the segregated south (Walker, 2009), about the plight of Black principals since Brown vs. Board of Ed (Tillman, 2004), and the importance of Black principals in schools (Lomotey, 1993), there is a gap in the current literature on Black principals in urban contexts. The urban context is a complex setting in which schooling occurs and in which leadership is enacted. This paper will provide an analysis of the literature on Black principals in urban contexts, with a specific focus on the strengths and challenges of urban education. This will include a discussion of culturally responsive leadership, social justice, and equity and how these concepts intersect within the literature on Black principals in urban settings.

Black Leaders in Rural Contexts: Making a Way Out of No Way Sheneka Williams, University of Georgia

As told through the eyes of students and former students, this narrative study examines the role of Black school leaders in rural contexts. Students’ narratives expose the complexities of leading in rural towns where “everybody knows your name.” Narratives also show how leaders are viewed within the community, and how communities and families engage leaders in both successful and challenging times. Moreover, this paper examines how Black leaders negotiate and navigate with small budgets to provide educational opportunities for students that allow them to compete with students across the globe.

Black Women Elementary Principals Purposefully Serving Their Students: Reflections from the Field Tiffany Aaron, University of Georgia

This interview study examines three Black women elementary school leaders and focuses on their reflections of leadership as service for students through the lens of intersectionality. Semi-structured interviews resulted in various stories about their leadership related to working with students, parents, community members, and school faculty and staff to better serve their diverse student populations. These leaders discussed faculty and parent resistance, interpersonal relationships, and leadership strategies to affect change in their schools.

Facilitators:
Sheneka Williams, University of Georgia
Judy Alston, Ashland University
April L. Peters-Hawkins, University of Houston
Tiffany Aaron, University of Georgia

216. An Ethic of Care: The Difference Leaders Can Make
UCEA Annual Convention
Paper Session
10:40 to 11:50 am
Marriott Marquis Houston: Floor 3 - Kingwood A

Participants:

Keep the Faucet on: A District’s Successful Experiment in Preventing Summer Slide Tiedan Huang, Fordham University; Maggie Hoddinott, Mamaroneck Union Free School District; Annie Ward, Mamaroneck Union Free School District; Michael Kollmer, Mamaroneck Union Free School District; Robert Shaps, Mamaroneck Union Free School District; Colleen Melnyk, Fordham University

This quasi-experimental study tested and demonstrated the treatment effect of a multi-year summer slide prevention program in helping low-income students gain reading proficiency.

Re-imagining Collaborative Decision Making For Marginalized Groups Through Discourse Skill Development Sharon Ann Wilbur, University of Oklahoma; Sharon Gail Dean, University of Oklahoma; Tyler Andrew Bridges, University of Oklahoma; Stephanie Hyder, University of Oklahoma

This study examines multiple school districts during collaborative strategic planning. Based on democratic decision making and strategic planning, the research question is, “What discourse supports are necessary to develop engagement competence across historically marginalized culturally diverse participants in collaborative strategic planning?” Data were collected from interviews, artifacts, field notes, and feedback surveys. Findings reveal six discourse supports contributing to successful engagement by culturally diverse stakeholders.

Findings resulted in a model for culturally competent discourse.

What’s Love Got to Do With It? Interventions of Caring in Education Policy and School Leadership Kate Kennedy, University of Southern California

Historically, caring theory has been excluded from mainstream education leadership and policy research. This exclusion has resulted in consequences for policymakers, educators, and students. Consequences of promoting rational, technocratic theory over a theory of caring include a rise in student stress, a decrease in teacher morale, school leader turnover, and ineffective policymaking. I provide a review of the literature on caring and conclude by proposing a framework for interventions rooted in caring theory.

Student-centered leadership: The narrative of one democratic, socially-just school principal’s role in promoting student voice Hattie Lee Hammonds, Clemson University; Lionel Kato, Winston-Salem/Forsyth County Schools (NC)

This paper of practice examines how a principal in a diverse, rural high school maintained processes and procedures that promoted student voice and leadership. This paper builds upon research on principals at schools that serve traditionally underserved and underrepresented students (Author, 2016).
Additionally, democratic leadership (Dewey, 1916; Rusch, 1995), socially just leadership (Freire, 1970; Brown, 2006) and leadership that promotes student voice (Harris and Chapman, 2002; Mitra and Gross, 2009) provide conceptual lenses for the study.

Facilitator:
Joanne M. Marshall, Iowa State University

217. Disrupting Oppressive Narratives in School Spaces and Beyond
UCEA Annual Convention
Ignite Session
10:40 to 11:50 am
Marriott Marquis Houston: Floor 3 - Kingwood B

Participants:
New Grounds: A Call for ‘Haunting’ as Humanizing Methodology
Courtney Camille Mauldin, Michigan State University

In this session, I offer haunting as the language for understanding abusive systems of power and how they make themselves known (Gordon, 2011). I conceptualize haunting as a humanizing methodology that empowers youth of color epistemologies. By deploying haunting in educational leadership, we begin to assess other critical sights of inquiry that offer a futurity for youth of color and thus transform leadership, research, and scholarship.

The Impact of Hip Hop Learning Communities on the Cultural Capital of Foster Youth
Tasha Iglesias, California State University Long Beach

Hip Hop Pedagogy (HHP) has been identified as an effective tool to engage, and empower underrepresented students. HHP and Yosso’s (2005) Cultural Wealth Model are used as a conceptual framework in this study. Specifically, I explore how Hip Hop Learning Communities can be used in Higher Education to develop cultural wealth, and work towards increasing retention and graduation rates of underrepresented students.

Moving Away from Managed Discourse
Matias Arellano, Florida Atlantic University; Meredith Mountford, Florida Atlantic University

The purpose of the proposed Ignite session is to present an argument on how critical discourse analysis can be utilized as a strategic component for improving principal mentorship programs. The session will discuss the current action research that informs a future vision of school leadership preparation that consists of training principal mentors on how to infuse critical discourse analysis techniques into their exchanges with their mentees in order to illicit reflexive and transformative behaviors.

How Might We Engage DisCrit Tenets to Contribute to UCEA’s Vision(s) for Equity-Oriented Leadership?
Juliana Capel Velasco, University of South Florida; William Black, University of South Florida

Using DisCrit intersectional theoretical framework to analyze UCEA stances relative to the intersection of disability, race, power, and identity. We will analyze content on the UCEA website and 10 years of content in The UCEA Review. We seek to inform UCEA and members of leadership programs of what DisCrit has to offer, while also examining ways in which UCEA and the notion of “leadership” may also serve to reify systemic structures of ableist norms.

Beware of Business Babble: How Educational Leadership and the Public Sector is Being Discursively Re-framed.
Gary L. Anderson, New York University

This ignite session provides examples of how the language of business has invaded the public sector, laying the groundwork for reframing public sector professional practices like educational leadership. This reframing changes the logic of action of school leaders (and teachers) and engineers a New Public Management common sense of markets, metrics, and managerialism. I address how we might more thoughtfully engage in cross-sector borrowing.

Changing Schools from Psychic Prisons
Marsha Henry, University of South Florida

Since schools have long been identified as mirrors reflecting the wider society, stakeholders, scholars, and advocates have been engaging in meaningful discourse about the need for transformative leadership practices that acknowledges the importance of multi-cultural education, culturally responsive pedagogy, social justice, and inclusion. This paper focuses on literature that connects the metaphor of organizations as psychic prisons as an antecedent or as a useful tool to inform efforts of transformational or transformative leadership.

I’m Black, Y’all: Black Students’ Development of Race Consciousness at Predominantly White, Elite, Independent Schools
Tina B. Evans, Loyola Marymount University

The purpose of this Ignite session is to spark discussion of the experiences of Black students in predominantly white independent private schools in large cities. It discusses a preliminary investigation on how Black students develop, negotiate, and survive their experience as a marginalized, underrepresented group. Since schools inform identity development for all adolescents, they remain integral in shaping Black students’ sense of themselves, and race and class are salient features of this process.

Facilitator:
Jada Phelps-Moultrie, Portland State University

218. Policy Associates Policy Brief Workshop (closed session)
UCEA Annual Convention
Special Session
10:40 to 11:50 am
Marriott Marquis Houston: Floor 3 - Meyerland A

UCEA Policy Associates work with the UCEA policy team and experienced faculty to develop and refine draft policy briefs related to educational leadership. Particular attention is given to how to write effectively for a policy audience.

Facilitators:
Marcy Ann Reedy, University of Virginia
Ed Fuller, Pennsylvania State University
Janie Clark Lindle, Clemson University

219. Role-Alike Session for Sitting and Aspiring Deans
UCEA Annual Convention
Special Session
10:40 to 11:50 am
Marriott Marquis Houston: Floor 3 - Meyerland B

Today’s colleges and schools of education are facing increasing demands and challenges, particularly regarding the quality and relevance of leadership and teacher preparation programs. Deans, along with faculty and other institutional leaders, must address these challenges and demands while simultaneously developing the leadership capacity of their organizations, overseeing academics and accountability, developing personnel, addressing human resource management and budget issues, and engaging in development activities and public relations. This session is an opportunity to learn from each other, discuss issues of common interest about leadership in higher education settings, and continue an ongoing dialogue within UCEA and beyond about how leadership in higher education should and could be engaging with today’s political, economic, and market influences.

Presenters:
Margaret Grogan, Chapman University
Joseph F. Johnson, San Diego State University
Michael Dantley, Miami University
**220. Impacts of Accountability Systems**  
UCEA Annual Convention  
Paper Session  
10:40 to 11:50 am  
Marriott Marquis Houston: Floor 3 - Montrose A  
Participants:  
Michael P O'Malley, Texas State University  
George J Petersen, Clemson University  

This critical conversation explores the development of equitable systemic leadership practice through examples of district leaders’ codeign processes with minoritized families and communities in four educational contexts.  

Facilitators:  
Ann M. Ishimaru, University of Washington  
Muhammad Khalifa, University of Minnesota  

Participants:  
Aditi Rajendran, University of Washington  
Kelly Arumaki, Bellevue School District  
Justin Ray Irish, Edmonds Independent School District  
Keisha Scarlett, Seattle Public Schools  
Luisa Francine Sanchez-Nilsen, University of Washington  
Kimberlee Michele Armstrong, University of Washington  

**222. Redesigning Principal Preparation Programs: Do We Have the Capacity?**  
UCEA Annual Convention  
Critical Conversations and Networking Sessions  
10:40 to 11:50 am  
Marriott Marquis Houston: Floor 3 - River Oaks B  
Organizational capacity is a contextually specific notion, arising from the conceptual frameworks of the field and the function of the organization.  

We propose a model of capacity for principal preparation programs based on the lived experience of exemplary program leaders. We discuss findings from a Wallace-sponsored study of UPPI leaders’ perspectives on program capacity for redesign, including implications of increased demand for principal licensure, and critical perspectives on the definition of capacity.  

Facilitator:  
Michelle D. Young, UCEA & University of Virginia  

Participants:  
Davis Clement, University of Virginia  
David H. Eddy Spicer, University of Virginia  
Margaret Thornton, University of Virginia  
Trevor Doiron, University of Virginia  
Frank Perrone, University of New Mexico  

**223. The Struggle to Bring Social Justice to UCEA and Implications for the Present and Future**  
UCEA Annual Convention  
Critical Conversations and Networking Sessions  
10:40 to 11:50 am  
Marriott Marquis Houston: Floor 3 - River Oaks C  
While considerable scholarship now exists on social justice and educational leadership, social justice did not come easily to UCEA. In early 1990s, UCEA was still dominated by white men and a positivist research perspective. In response, a diverse group of scholars began fighting against considerable resistance to create a more diverse and inclusive UCEA with a social justice vision. This session will highlight this struggle by some of those who led that fight.  

Facilitator:  
James Joseph "Jim" Scheurich, Indiana University  

Participants:  
Maria Luisa Gonzalez, Professor Emerita  
Linda C. Tillman, University of North Carolina at Chapel Hill  
Colleen A. Capper, University of Wisconsin-Madison  
Gerardo R. Lopez, University of Utah  

**224. Understanding Students’ Physical Contexts at School**  
UCEA Annual Convention  
Paper Session  
10:40 to 11:50 am  
Marriott Marquis Houston: Floor 3 - Sugarland A  

This critical conversation explores the development of equitable systemic leadership practice through examples of district leaders’ codeign processes with minoritized families and communities in four educational contexts.  

Facilitators:  
Ann M. Ishimaru, University of Washington  
Muhammad Khalifa, University of Minnesota  

Participants:  
Aditi Rajendran, University of Washington  
Kelly Arumaki, Bellevue School District  
Justin Ray Irish, Edmonds Independent School District  
Keisha Scarlett, Seattle Public Schools  
Luisa Francine Sanchez-Nilsen, University of Washington  
Kimberlee Michele Armstrong, University of Washington
This narrative study explores the motivations and experiences of families leaving public schools for alternative educational options. Researchers conducted interviews eliciting stories about the education experiences in public schools, as well as their experiences in alternative educational settings. Results indicate that families make decisions to meet the needs of their children and provide quality educational experiences to prepare their children beyond schooling years. This research can inform school leaders how to best serve all students.

Social Trust & Rural Families: Family Historicity as Frame for College Going

Katherine Cumings Mansfield

This qualitative study considers the role that social trust plays in rural parents perspectives on postsecondary institutions, and by extension, their child’s college going decisions. Through one-on-one interviews with 30 rural parents, study findings suggest perceptions of community (or “place”) was a critical determinant in parental social trust levels. Implications for school and leadership practice are offered.

Principals and Gentrification: Perceptions, Practices and Policies of Principals in Gentrified Contexts

Chy Benelli McGhee, New York University

A growing body of scholarship explores the ways in which gentrification influences schools. Much of this research explores wealthy white parent engagement in gentrifying context. Less research explores the influence of gentrification on urban school principals. Utilizing Anderson’s (1990) Ideological Mediation Model grounded in Horsford’s notions of Black Equality and White Freedom the purpose of this study is to develop an understanding of principals’ perceptions of gentrification and how these perceptions influence their mediatory practices.

School Leaders and Student Voices: Understanding the Experiences of Students of Color at Rural Schools

Jacquelyn Nicole Williams, Clemson University; Daniella Hall, Clemson University; Jason Bailey, Clemson University; Kippy Kelly, Clemson University

Rural students often experience inequitable learning conditions and outsider experiences in their own communities. Through a qualitative process using student voices in a narrative fashion, this study attempts to better understand the thoughts and goals of students living in rural environments. Implications for future use include a better understanding of rural students’ worldviews as they attempt to balance their own goals with those of the communities in which they live.

Parental Decision Making and School Under-Enrollment in Gentrifying Contexts

Gregory Brian Pulte, University of Texas - Austin; Michael R Scott, University of Texas - Austin

The purpose of this study is to document the ways in which parents choose schools for their children within a community experiencing gentrification. Employing a qualitative interview study, the authors examine why parents change schools to the next school year, particularly focusing on the impact of gentrification, displacement, and affordability. They also consider the school impacts on parent decision making. Findings indicate that schools under-enroll due to both gentrification and the proliferation of charter schools.

Facilitator:

Katherine Cumings Mansfield, University of North Carolina at Greensboro

225. Reimagining the Ed.D.: How participatory action research impacts leadership practice

UCEA Annual Convention Symposium

10:40 to 11:50 am
Marriott Marquis Houston: Floor 3 - Sugarland B

The purpose of this symposium is to give practitioner voice to an innovative, international Ed.D. The session begins with an overview of the scope and sequence, pedagogies, and how the dissertation is embedded throughout the three-year Ed.D. program. Four students, representing projects in three different countries, will present their participatory action research (PAR). They discuss how they came to their focus of practice, their co-participant research partners, their use of the PAR methodology, and emergent findings.

Participants:

A Reimagined Ed.D. Matthew Milletello, East Carolina University

Lynda Tredway, East Carolina University

We have reimagined the practitioner doctoral program. The Ed.D. aligns with the principles of the Carnegie Project on the Educational Doctorate (Perry, 2013) as well as the belief that knowledge is co-generated (Vella, 2008). Learning about self is a necessary act to support organizational change and place (context) matters (Guajardo, Guajardo, Janson & Milletello, 2016). The work of educational leaders must be anchored in a steady, yet balanced diet of inquiry and action (Freire, 1970; Dewey, 1938), and the work must be rooted in considerations of equity, cultural knowledge and responsiveness, and practiced with social justice frame of reference (Theoharis, 2009). Our program combines several successful features that address time, structures, and a combination of in person and online experiences. Three-year program: The ECU Ed.D. is a cohort-based three-year program that includes three summers and three school years with completion of a dissertation. Course Sequence: Students enroll in two-three courses per semester. The courses are “core/content” and “design” courses. The design courses offer sequence of action research methods that provide a blue print for the thinking about, proposing of, and implementing participatory action research. Online: We have created an on-line learning platform that utilizes synchronous and asynchronous videos and virtual learning walks in order to engage students from across the globe. Face-to-face: Each summer students attend a two-week community learning exchange in Bangkok. /cohort members are also assigned a Faculty Coach who visits each student at the site of their dissertation project each year. Dissertation: All students engage in a participatory action research (PAR) project. Students select a focus of practice that is both aimed at improving local practice and outcomes and that is rooted in an issue of equity. They engage other adults in their context as co-practitioner researchers. Students engage in three cycles of action research. The initial cohort of fifteen began in 2016 with educators from four U.S. states and China, Taiwan, Thailand, and Singapore. Cohort II represents U.S., Thailand, Jordan, Japan, Qatar, and the Republic of Georgia. Four of the Cohort I students—a counselor from an International School in Taiwan; a principal from and International School in Thailand); a superintendent from California; and a district supervisor from California—will, with the Ed.D. faculty, facilitate a discussion with participants using CLE pedagogical methodology about their PAR projects.

Community Learning Exchanges: Engaging All Voices

(Taipei, Taiwan) Richardson Garcia Lori, N/A

This Participatory Action Research (PAR) study explores the implications of collaborating with an eclectic and diverse group of constituents (teachers, parents, students and administrators) in the school improvement reform process at an international middle school in Taiwan. Using Community Learning Exchanges (CLES) as the methodology for collaborating with this diverse set of constituents in the design and implementation of the process that directly affects them or their children, the study examines the extent to which we increase equitable voice among students, parents, teachers and administrators in the decision-making process that better serves a culturally diverse student and
family population. In order to collect data, a Co-Practitioner Researcher (CPR) team made up of at least one member of each constituent group planned, implemented, and analyzed the data collected from two CLEs on the topic of homework. The initial findings are promising. As a result of their participation in CLEs, members of each constituent group honored and understood the perspectives of others while also feeling their own wisdom was honored. They expressed feelings of connection to others and the school as a whole and experienced shifts in their thinking. In addition, participants came away from the experience with a deeper understanding of homework at the school as well as an understanding of the concerns and needs of all constituent groups when it comes to homework, which was a focus of the CLE leading to a larger concern about parent and student voice in decisions at the school. Sightings of policy and procedural changes and philosophical shifts on the part of administrators, teachers, parents and students are starting to appear in this community ripe for change as constituents connect both homework and CLE axioms to school-wide goals and mission (McDonald, 1996). Finally, as a result of this PAR study, my own leadership practices have shifted. I have become more focused on equity of voice in decision-making processes.

Teacher Evaluation for Growth and Development (Bangkok, Thailand) Prenna Paryani, N/A

The project takes place in Bangkok, Thailand, where I am the principal of the middle school. The purpose of this action research project is to emphasize the importance of taking a different approach to understand the act of teaching, especially in the context of teacher evaluation. I am working with a team of six Co-Practitioner Researchers (CPR) -- five teachers and one counselor -- as well as other middle school teachers to collaboratively engage in a process in order to begin co-concepting and development of a system for the teacher evaluation process in our school. Initial findings have been promising; CPR team members and teachers have engaged in conversations, dialogue, and discussions about components of informal and formal classroom observations. As such, this has allowed multiple insights about the teacher evaluation systems at present, which has, in turn, steered the focus and emphasis of teacher evaluation practices from evaluation to supporting teacher practice. By moving from a focus of attention on a more traditional checklist format for classroom observations to a more robust look at evidence of student interactions and learning, middle school teachers are viewing teacher evaluations as supportive, iterative, and a form of continuous professional development. Teachers are beginning to see how coaching, counseling, collaboration, and evaluation are connected. Finally, as a principal, when I am conducting classroom observations now, I have shifted from fuzzy measurements (proforma evaluations) to relying on more objective evidence that matters (Rowen & Raudenbush, 2017). This has shifted my leadership style in general to a more distributed rather than hierarchical model (Spillane, 2011).

Reimagining Principal Evaluation Practices (California, U.S.A.) Karling Aguilera Fort, N/A

The purpose of this study is to describe the process of implementing an Equity-Centered Professional Learning Community (ECPLC) model that aims to influence the evaluation process for a selected group of school principals (n=7). The equity-centered derives from a set of practices from an initiative for professional learning in San Francisco USD and the San Francisco Small Schools coaching questions that urge us to ask deeper questions about equitable practices as teachers and leaders. As the superintendent, I am implementing a series of EC-PLC sessions with principals using the community learning exchange pedagogies and using coaching questions in my individual meetings with principals that push their thinking about equity and excellence. This project aims to: (a) establish and implement a process that uses what really matters for principals; (b) maintain the consistency of a professional learning community that is committed to meeting and challenging each other; and (c) analyze useful evidence in a meaningful way to inform leadership practices that address equity and excellence in our schools serving 98% Latino students and 21% ELL. This process is modeled on the Oakland USD “Leadership Growth and Development System” and asks leaders to engage in a reflective process by establishing two goals for collecting and analyzing evidence. The results of the first research cycle show that relational trust is foundational to the conversations I have with principals. As a result, principals are more intentional about their actions as instructional leaders. Principals are sharing and calibrating their feedback to teachers after conducting formal and informal classroom observation of teaching and learning to use methods of coaching that are more successful with teacher practice because I am modeling those coaching practices with the principals (Bloom, et al., 2005; Knight, 2009; Aguilar (2015 and 2017). Principals are transferring key practices of the CLE pedagogical practices to their schools in order to engage teachers in the process of reflecting, analyzing and re-shaping instructional practices. In turn, the principals are co-designing the Leadership Growth and Development Plan with me, the superintendent. I expect to use this process with all 16 principals in the district.

Academic Discourse in Urban Middle Schools (California, U.S.A.) Mark Tripplett, N/A

This Participatory Action Research (PAR) study explores how the central office and urban school district and the leadership of a middle school can work collaboratively to support a school-based instructional initiative in order to change outcomes for students who have been traditionally underserved in public education. In particular, the study focuses on the necessity of coherence and alignment on the part of both central and school-based staff in service of increasing the quality and depth of student academic discourse in the classrooms of an urban public middle school in Oakland, California. In order to collect data in a cycle of inquiry, a Co-Practitioner Researcher (CPR) Team used observation and meeting notes from central and school site team meetings, classroom visits, school learning walks, and professional learning sessions. In addition, I collected and analyzed notes and personal memos from regular one on one meetings with central partners and school leadership. Preliminary analysis of the data provides insights into how we can continue to improve the coherence and alignment of central office teams and site leadership, including instructional coaching, in support of improved outcomes for students (Elmore, 2004; Honig, 2016; Woulfin & Rigby, 2017). The initial results highlight how, despite the best intentions of team members, competing priorities and interests can easily derail a school’s instructional focus. While the structures and systems established to align the work of teams have clearly improved the way central office supports the school to stay on track, personal interests and alternative focus areas try to take the school down other paths. Fortunately, the development of strong, collaborative relationships between site and central partners has built a culture of trust and reflection that enables the school to get back on track when the focus has been derailed. Finally, my own leadership as a principal supervisor has shifted as I strengthen my own ability to challenge misconceptions that surface about learning theory and the appropriate instructional strategies to address students who are far below grade level.

Facilitator: Matthew Militello, East Carolina University

262. System Support for School-Based Instructional Leadership: An Interactive Symposium
UCEA Annual Convention Symposium
10:40 to 11:50 am
Participants:
Principal supervision supporting principals’ instructional leadership: District central office conditions that help and hinder results Meredith I. Honig, University of Washington
Principal supervisors are trying to shift their work with principals from their traditional stance of evaluation and operations to supporting principals’ instructional leadership—and some are seeing positive results. What conditions help principal supervisors make that shift? Data come from 134 interviews and 602 observation hours in 10 districts that aimed to transform principal supervision into dedicated support for principals’ instructional leadership growth. The conceptual framework for data collection/analysis stemmed from Cultural Historical Activity theory (CHAT) and facilitated understanding of specific conditions that support professional learning and fundamental practice shifts. Findings demonstrate that multiple conditions, largely anticipated by CHAT, support shifts for principal supervisors’ practice including strategic groupings of principals into intentional learning groups (i.e., activity systems), explicit efforts to buffer principal supervisors’ time for working with principals, and opportunities to learn while leading supported internally not by occasional outsiders, among others. This paper begins to articulate shifts in principal supervision as a “systems problem,” demonstrating that the success of principal supervisors is aligned with changes in other central office units.

The focus of the work between principal supervisors and principals: What facilitates change in principals’ leadership practices? Rebecca Ann Thessin, George Washington University
While numerous large urban districts are reorienting the roles of principal supervisors to provide intensive, job-embedded coaching to principals, little is known about the focus of the work that principal supervisors and principals engage in together and whether principals’ instructional leadership practices are benefiting. This study examines the work of 12 principal supervisor/principal pairs in one district over a year-long period to explore how the focus of the work influences a change in instructional leadership practice by the principal. Data sources include two interviews of each principal and principal supervisor, three-eight observations of each pair’s collaborative work, and documents. Literature on learning goal orientation serves as a framework for the study in considering how the source of the focus (the principal’s needs, the school’s needs, the principal supervisors’ expertise, or the districts’ needs) affects a possible change in practice by the principal. Findings demonstrate that principals are most likely to facilitate changes in instructional leadership practice when goals for collaborative work with the principal supervisor are jointly identified and established, and sustained over time. These results suggest that principals and principal supervisors should thoughtfully spend time establishing goals to guide their collaborative work and revisit those goals frequently.

View from the field: The process of improving principal supervision Jessica G. Rigby, University of Washington
This paper emerged from a doctoral course project in which groups of emerging practitioner-scholars identified and collected qualitative interview, survey, and artifact data about problems of principal supervisor practice in their districts: one 50,000-student urban system, one 4,000-student rural district, and one 750-student tribal school system. University researchers supported data collection and conducted the analysis across settings. Findings indicate that each district’s principal supervisors put forth effort around the following core principles: 1) principal supervisors focused their support for principals around enacting equitable practices to support historically marginalized students; 2) principal supervisors focused on leading the learning of principals rather than simply acting as “model principals”; and 3) the main metric to gauge principal supervisor success was principal feedback. This researcher/practitioner-scholar collaboration lends practitioner-driven insight to the current state of principal supervision and future possibilities to improve equity-driven leadership.

Leadership in underachieving schools: Can the state bring support structures to scale? Olof CA Johansson, Umeå university, Sweden
The aim of this paper is to study how Swedish public schools understand and use audit information from the State School Inspection about the schools’ achievements results in their improvement work. Data from 80 school districts and around 160 schools that have been selected to participate in this large-scale improvement initiative for “better schools” will be utilized; data sources include a database of statistical information, written documents with analyses of the situation from different stakeholders, and interviews. Preliminary results show many of the schools have great challenges with the systematic quality work that they are expected to address in their improvement processes. The schools’ improvement actions relate to current highlighted strategies in Sweden, such as collegial learning and formative assessments, but there are also local solutions related to the schools’ culture and structure. There is an emphasis in all schools on dialogue and on helping principals analyse and understand their own organizations, but there is less focus on the central administrative level and its role in the school’s performance.

Facilitator: Karen R. Seashore, University of Minnesota

227. A Call for Bold Leadership
UCEA Annual Convention
Ignite Session
12:00 to 1:10 pm
Marriott Marquis Houston: Floor 3 - Briargrove A

Participants:
Leading for Equity: How School-Community Partnerships Cultivate Access to Meaningful Resources and Relationships Carmen Bartley, University of Wisconsin-Madison;
Gwendolyn Baxley, University of Wisconsin-Madison; Peter Miller, University of Wisconsin-Madison
This Ignite! talk will explore the mechanisms that leaders and schools utilize to connect students and families to meaningful resources and address racial and social inequity. Using data from two distinct school sites in one Midwestern district - one district-operated community school and one community-oriented neighborhood school - we explore the common and distinct practices they employ to achieve equity and justice for young people and families.

They Did It, Should We?: K-12 Leaders’ Role in Sense Making After Charlottesville Benterah C. Morton, University of South Alabama; Peggy M Delmas, University of South Alabama
After the “Unite the Right” rally in Charlottesville, Virginia the weekend of August 11 and 12, 2017 university presidents across the country began communicating to students and communities, through position statements, their stance on the events. This Ignite session walks through the findings of the study into the
position statements of university presidents in response to Charlottesville and delves into questions about the role of K-12 leadership in sense making for faculty, staff, and students.

The Intersection of Principal and School Counselor Preparation

John W. Somers, University of Indianapolis; Jennifer Grace, University of Indianapolis

The establishment of comprehensive school counseling models in our nation’s schools is cited as best practice to promote students’ academic, career, and social-emotional development. Although school counselors are charged with advocating for and implementing comprehensive programs, they need principals to understand and support the framework of these programs. To accomplish this aim, a radical change must occur in principal leadership preparation. What are these changes and what new curriculum must be designed into our programs?

#TimesUp: Leadership Outside of the Boat

Judy Alston, Ashland University

Transformative leadership in this 21st century requires stepping out of the boat like our foremothers and forefathers. Shields noted, “transformative leadership takes account of the ways in which the inequities of the outside world affect the outcomes of what occurs internally” (p. 584). Thus, it is time for a new way of leading, a time to step out of the boat and be what I have coined, a Refined Revolutionary.

Giving Voice to Preservice Teachers’ Concerns around School Safety and Mental Health Management

Oluwatobi Taiwo Ishola, Bowling Green State University; Kristina LaVerneia, Bowling Green State University; Christy Suzanne Galletta Horner, Bowling Green State University

We are working to understand preservice teachers’ experiences around the emotional components of teaching. Within this broader aim, we also sought insight into preservice teachers’ commitment to their major, concerns about school safety, and perceptions on how well their teacher preparation programs are working to equip them to handle school violence.

Building Social Justice and Equity-Minded Leaders in Doctoral Educational Leadership Programs

JoAnn B. Manning, Rowan University; James Coaxum, Rowan University; Mary C Clark, Carteret Community College; James Joseph "Jim" Scheurich, Indiana University; Milan Sevak, Southern Methodist University; Jeffrey S. Brooks, RMIT University

This session will share how educational leadership preparation programs that focus on social justice and equity issues are preparing educational leaders who will be able to solve complex problems in practice. The discussants will facilitate the session by maintaining the focus on a guiding reflective question: “How can educational leadership programs develop social justice and equity-minded leaders that understand and address social justice and equity problems of practice?”

The Fight to Stay Alive: Principals mediating gentrification

Aisha Hayes, New York University

This proposed study examines the ways in which school principals of high schools within New York City mediate the changing educational landscape with a particular focus on the increase of school options and gentrification.

Authentic Leadership fostering Authentic Community Relationships/Alliances in support of school improvement

Kathrine Gutierrez, University of Oklahoma

The purpose of this Ignite session is to illuminate the significance of authentic leadership from the principal viewpoint, school leader’s voice, where the work of the school leader fosters authentic community relationships/alliances in support of school improvement. The Ignite session, a “glow and grow” 5 minute presentation, and ensuing audience conversations will illuminate the constructs of authentic leadership as nested in self-reflections and actions of school principals in fostering relationships/alliances with their school community stakeholders.

Facilitator:

Muhammad Khalifa, University of Minnesota

228. Personalized Learning: Perspectives from the Field and an Agenda for Research

UCEA Annual Convention Symposium

12:00 to 1:10 pm

Marriott Marquis Houston: Floor 3 - Briargrove B

Personalized learning describes a range of practices, policies, and programs being implemented across the United States with the goal of engaging students in their learning. Preparing leaders to guide ways to student interests, strengths, and needs. Aligned with the conference theme, researchers must bring their skills and expertise to contextualize and study this reform. We thus present early studies of student voice, technology, and policy; propose a research framework; and engage attendees in shaping further inquiry.

Participants:

Tapping the Voices of Learners for Authentic Student Engagement

Bryan Brown, N/A

The purpose of this dissertation in practice research study was to examine the problem of practice of the decline in student engagement from the perceptions of secondary school learners as they proceed throughout their educational experience. According to researchers, learners who are engaged with those who are personally committed and connected in active relationships with teachers, other learners, the learning environment, learning interests and ideas, the curriculum, and learning goals, are more likely to enjoy and be in control of their own learning [student agency]. This study is significant because of its potential to provide new understandings of the problem of a decline in student engagement from the perceptions of learners themselves. Therefore, this study qualitatively explored a purposeful sample of secondary school learners’ perceptions regarding the phenomenon of student engagement during their secondary school experience. The purpose of a phenomenological qualitative research approach is to understand and describe the essence of some phenomenon by capturing the common experience of the phenomenon among a group of research participants. Subsequently, meaning can be constructed out of the common experience of the group. By listening to the voices of learners, a greater understanding could be developed for confronting the life-altering concern of a lack of student engagement in learning during the secondary school experience. Since researchers have found student engagement in school can transfer to academic, emotional, economic, and social success in school, college, career, and life, understanding what personally engages learners holds significant weight for all students. Gaining a clearer picture in local contexts of what engages secondary students from the perceptions of learners could provide a deeper understanding for establishing access to personalized student learning environments, experiences, and opportunities.

A Proposed Model to Consider the Relationship between Use of Technology in Education and Personalized Learning

Tanushree Rawat, University of Wisconsin-Madison; Richard Halverson, University of Wisconsin-Madison

Integration and use of technology in schools and personalized learning are often claimed to go hand in hand with each other (AIB, 2013). This claim is often held as true because technology is good at individualizing learning for all students, and personalized learning is often confused for individualized learning or technology enhanced learning. However, the ways in which technology is used in schools and personalized learning are two completely different topics. Technology in education is a
tool, and personalized learning is a pedagogical practice that focuses on student centered learning and student choice. There is significant literature on technology integration in schools, as well as there is growing amount of research on personalized learning. Yet, there is little literature exploring the relationship between use of technology in schools and personalized learning. This is a theoretical paper that focuses on this gap by providing a framework to understand the relationship between the two. This paper starts with a discussion about historical trends of technology integration, blending into current uses of technology integration in schools, with a focus on technology enthusiasts and technology skeptics (Collins & Halverson, 2009). Next, uses of technology with regards to learning are depicted on a continuum, with activities ranging from technology being less important, to technology being more important to learning task. Moving on, personalized learning is discussed, providing its definition and a scale to understand the how student choice works in personalized learning. These two independent scales are combined in a two-dimensional graph to present the proposed model of the relationship between the technology uses in education and personalized learning. Through the medium of that graph, some hypothetical examples with implementations of personalized learning in different scenarios are discussed. Lastly, arguments are made for using personalized learning enhanced with technology in schools that are looking to align their practice to the 21st century skills acquisition. This research presents a theoretical model that can help schools and educators place themselves on the grid, based on the use of technology in their learning environment, and the amount of student choice that they provide within their learning environments.

The Legality of Personalized Learning: Simultaneous Promotions and Restrictions Justin M Bathon, University of Kentucky

This inquiry examines national policies that are permitting, or in some cases actively promoting, the personalization of learning. The broader terminology for personalization advocated by Rickabaugh (2016) is used to review state laws for a broad range of school transformation strategies such as competency and proficiency models, flexible pacing models, learner voice/choice models, and technology infused models. Burnette (2017) found that fifteen states have passed laws promoting personalized learning since 2012. States are launching pilot programs, making grants available, creating innovation zones, granting legal exemptions, and opening the door to competency-based models. Vermont, as an example, has created the Flexible Pathways Initiative which includes a subsection on Flexible Pathways to Secondary School Completion (16 V.S.A. 941, 2018). This law asks schools to provide all students access to personalized learning opportunities and a plan which includes access to internships, online or blended courses, dual credit courses, or early college opportunities. Against the backdrop of states actively promoting personalized learning through the legislative process, the courts are beginning to wrestle with the questions emerging from these endeavors. For instance, in Jones v. Metro Nashville (2017), the Tennessee Appellate Court was asked to rule whether placement in an online only course without teacher oversight was a violation of a student’s due process rights. In that case the court cited precedent such as Goss v. Lopez (1975) and Gallagher v. Pontiac Sch. Dist. (1986) which limit the right of parents to influence school decisions about their child’s education placement. This judicial line of reasoning, however, runs counter to the entire concept of personalization of education where student and parent voice and choice play a central role. This paper uses a fifty state legal analysis of statutory, regulatory, and case law to examine the current state of the law related to the developments of personalized learning. The paper highlights areas of existing and potential legal tensions to guide school leaders in decision-making regarding deployment of personalized learning practices in schools.

A Framework for Research on Personalized Learning: A literature review and proposal Julie M. Kalloo, University of Wisconsin-Madison

The final paper in this symposium provides a review of existing research and proposes an analytic framework to structure future inquiry into personalized learning. As an umbrella term for a range of approaches, personalized learning has a focus on student engagement in the learning process and adapting learning pathways to differences in individual interests, strengths, and needs, with the goal to provide meaningful yet efficient learning experiences that develop self-sufficient, lifelong learners for their future as citizens and workers (Rickabaugh, 2016). The way schools and educators opt to implement this is highly dependent on the implementation context. But some common structures include student learning profiles or paths, competency-based pathways, and adaptive technologies. Importantly, this systemic shift in focus and structures impacts day-to-day teaching practices, with a corresponding shift in leadership practices to support this vision of teaching and learning (Halverson et al., 2015). I thus propose three components of analysis: personalization, which includes the pedagogies and approaches, primarily focused on the learning experience and the relationship between teacher, learner, and learning community; Personalized Learning, which includes the policies and programs that advocate for particular definitions or interpretations of personalized learning; and personalized learning environments, which include the structures of schools, like schedules, spaces, and tools, that support personalization. These three components should also be situated in their reform context. For example, from an organizational perspective, school systems are under significant pressure to reorganize internally in order to produce equitable academic outcomes (Cohen, Spillane, & Puehr, 2018). Four of the external pressures that may be supporting and driving this include standards-based reform, accountability policies, connected and mobile technologies, and informal learning. The goal of this symposium is to begin a conversation about personalized learning as a multi-faceted and national reform effort. In addition to the presentations of each paper, the chair will facilitate conversations to engage attendees in outlining a research agenda to support further inquiry and critique, and the discussant, a nationally recognized scholar of educational leadership, will conclude with remarks based on the papers and discussion.

Facilitator: Richard Halverson, University of Wisconsin-Madison

229. Confronting Exodus: Examining the Exit of Our Public School Teachers

UCEA Annual Convention

Paper Session
12:00 to 1:10 pm

Marriott Marquis Houston: Floor 3 - Kingwood A

Participants:

A Conceptual Framework Of Teacher Attrition And Retention: A Systematic Review Of The Empirical Literature Tuan Dinh Nguyen, Vanderbili University

Teachers represent a critical part of public education and there is compelling interest in retaining teachers. This has led researchers and policy makers to develop strategies to recruit and retain effective teachers, highlighting the importance of knowing the determinants of teacher attrition and retention. This study develops a comprehensive conceptual framework of teacher attrition and retention and synthesizes the results of nearly forty years of research and providing guideposts for future research.

Black Teacher Exodus: A phenomenological study of the dynamics underpinning and undermining black teachers' longevity Roberta Ballard, University of Northern Colorado;
This study explores the potential for instructional leadership teams (ILTs) to support shared instructional leadership among administrators and teachers in high-poverty high schools. My findings provide further evidence that principals play a critical role in opening up or closing down opportunities for shared leadership within and beyond the structure of the ILT (Klar, 2013; Weiner, 2016) and that differences in the decision-making process influence teachers’ commitment to leading instructional change.

The power of team resources in explaining the psychological capital–organizational citizenship behavior relationship

Ronit Bogler, The Open University of Israel; Anit Somech, University of Haifa

The study examines the impact of team resources (learning values and school principal optimism) on the relationship between team psychological capital (PsyCap) and organizational citizenship behavior (OCB). Responses from 82 educational management teams involving 395 participants confirmed the interactive effects, where team PsyCap brings about an environment that induces exhibition of high levels of OCB. The findings support previous work that a positive team climate induces members to engage in prosocial behaviors.

Facilitator:

Mariela A. Rodríguez, University of Texas at San Antonio

230. Leading in Teams

UCEA Annual Convention

Paper Session

12:00 to 1:10 pm

Marriott Marquis Houston: Floor 3 - Kingwood B

Participants:

High Functioning and Less Well Functioning Professional Learning Community Teams: Leadership Implications

Robert Holland Voelkel, Jr., University of North Texas

This study proposes a theory of Teacher Corps Stability as a fruitful conceptual basis for research and policy-making. Using HLM growth models, we examine the effect over 4 years of low, stable turnover and chronic turnover on faculty trust in colleagues and collective teacher efficacy in an urban school district. We find that low turnover schools have significantly higher growth in collective teacher efficacy and faculty trust in colleagues than schools with chronic turnover.

A Systematic Review of the Research Literature on School Leadership Teams

Bryan A. VanGronigen, University of Virginia

Many of today’s school leaders distribute leadership and management responsibilities, but not much is known about specifically when and how they do so. One approach calls for creating a school leadership team (SLT), a group of school staff with some degree of school-wide decision-making influence. In this study, I conduct a systematic review of the literature in order to develop a more comprehensive understanding of SLTs, particularly their involvement with school improvement efforts.

Shared Leadership in ILTs: The Critical Role of the Decision-Making Process

Elizabeth Leisy Stosich, Fordham University

This study explores the potential for instructional leadership teams (ILTs) to support shared instructional leadership among administrators and teachers in high-poverty high schools. My findings provide further evidence that principals play a critical role in opening up or closing down opportunities for shared leadership within and beyond the structure of the ILT (Klar, 2013; Weiner, 2016) and that differences in the decision-making process influence teachers’ commitment to leading instructional change.

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Facilitator:

Mariela A. Rodríguez, University of Texas at San Antonio
233. Rules for Radicals: Activist Educators in Our Neoliberal Era
UCEA Annual Convention
Paper Session
12:00 to 1:10 pm
Marriott Marquis Houston: Floor 3 - Montrose A
Participants:
Educating Aspiring School Leaders to Mitigate Issues of Poverty and Homelessness in Schools Heidi Beth Von Dohlen, Western Carolina University; Jan Moore, N/A; Lisa Von Dohlen, N/A
The National Center for Homeless Education partnered with Western Carolina University’s Masters in School Administration Program to identify and increase aspiring administrators’ knowledge and understanding of poverty and homelessness in schools. This study provided an opportunity for school leaders to engage in self-assessment/reflection of and increase their knowledge of poverty and homelessness, and to create school plans. Findings indicate increased leadership capacity of future administrators to mitigate issues related to poverty and homelessness in schools.
Growing Traviesa (Troublemaker) Leadership: The (Im)Possibilities of One Course Disrupting the Principalship as Usual Brian Gibbs, University of North Carolina-Chapel Hill
This paper is an analysis of the first year of a five year longitudinal study following pre-service school leaders as they transition from a social justice and democratic education curriculum and instructional leadership course into their first year of supervised field work. The course attempts to develop robust definitions of social justice and democratic education and works to develop school leaders into critical civic agents. The study reflects mixed.
“How do we perform our duties in this political environment?”: Principal activism in political contexts Meagan Richard, University of Illinois at Chicago; Jason Deric Salisbury, University of Illinois at Chicago; Shelby A. Cosner, University of Illinois at Chicago
In today’s climate of nationalism, populism, income inequality, and neoliberalism, politics is salient within and outside of schools. Social injustices outside of schools reproduce within schools; thus, social justice leadership is directly connected to political contexts. Research has rarely investigated how principals respond to political contexts, or how political activism and social justice leadership are connected. Within study we investigate principals’ out-of-school activism and interrogate how political contexts are situated within social justice leadership.
Individual Actors and Institutional Racism: How administrators and teachers dismantle racist policies Lynette Parker, The REACH Institute
Education policy in the U.S. in many ways may unintentionally reify white supremacy. This paper unmasks the ways in which everyday interactions, like emails, may have embedded racist education policy decisions have the potential to erode educational spaces. Drawing upon the epistemology of ignorance and critical race theory as theoretical lenses, I examine the conversations around race and policy and the role of education administrators to take stances to thwart institutional racism.
Facilitator: James Joseph "Jim" Scheurich, Indiana University

234. Improvement Science - a Revolutionary way to Prepare Scholarly Practitioners as Change Agents
UCEA Annual Convention
Critical Conversations and Networking Sessions
12:00 to 1:10 pm
Marriott Marquis Houston: Floor 3 - River Oaks A
This session will describe the infusion of Improvement Science into MA and EdD programs. Guided by the CPED and its collaborations with the Carnegie Foundation, this conversation will introduce participants to approaches for instilling Improvement Science into professional preparation programs as a means to prepare educational leaders to improve problems of practice in a systematic and rigorous way that places the needs and engagement of stakeholders at the forefront in the problem solving process.
Facilitators: Jill Alexa Perry, University of Pittsburgh; Debbi Zambo, Arizona State University; Robert Crow, Western Carolina University

235. Deep Mentoring from Successful Dyads that Live It: Insights for Practitioners Transitioning into the Academy
UCEA Annual Convention
Critical Conversations and Networking Sessions
12:00 to 1:10 pm
Marriott Marquis Houston: Floor 3 - River Oaks B
This critical conversation is aimed at mentoring practitioners (e.g., teachers, administrators) into the academy through deep mentoring as experienced by successful dyads of mentors/scholars and mentees/practitioners. This session is for advanced graduate students and early career academics, in search of practical ideas and tips in the course of navigating this trajectory.
Facilitator: Donald G. Hackmann, University of Illinois at Urbana-Champaign
Participants: Carol A. Mullen, Virginia Tech; Joel R Malin, Miami University; Christopher Tienken, Seton Hall University; Martha N. Ovando, University of Texas - Austin; Ann O'Doherty, University of Washington

236. The Red Owl Collaborative: Strategizing Leadership Pathways through Sisterhood, Service, and Social Justice at HBCUs
UCEA Annual Convention
Critical Conversations and Networking Sessions
12:00 to 1:10 pm
Marriott Marquis Houston: Floor 3 - River Oaks C
According to researchers, as the U. S. becomes more racially, culturally, economically, linguistically, and ethnically diverse, access to educational leaders who lead from a social justice framework will need to become increasingly engaged. The purpose of this session is to share some of the important cultural, historical, and social strategies and information that are contributing to a more holistic approach to mentoring and mentorship for women in educational leadership, who are connected through HBCU campuses.
Participants:
1. Because of Them, We Can: Social Justice and African American Female Leadership on HBCU Campuses Verna F. Orr, University of Illinois at Urbana-Champaign; Nicole Allain, Montgomery County Public Schools
According to researchers, (Burt & Moore, 2016; Jean-Marie, Normore, & Brooks, 2009), as the U. S. becomes more racially, culturally, economically, linguistically, and ethnically diverse, access to educational leaders who lead from a social justice framework will need to become increasingly engaged. Twenty-first century educational leaders should be advocating for the rights and education of all students, particularly for those...
students who have been educationally, historically, economically, socially, culturally, and linguistically marginalized (Allen, 2006; Lugg & Shoho, 2006; Scheurich & Sk, 2003). Successful leaders are expected to navigate, create, and advocate for environments that promote: (a) fairness and equity; (b) agency, participation, and advocacy; and (c) awareness of the intersections of identity, interconnectedness, justice-oriented, and commitment (Burt & Moore, 2016; Ayers, Quinn, & Stovall, 2009). In other words, educational leaders are expected to know and be comfortable with being able to act not only locally, but also globally, and to be able to think courageously in diverse contexts. Specifically, Evans (2007a) noted that “…the scholarship of social justice supports the notion that educational leaders have moral and social obligations to foster equitable school practices, processes, and outcomes for learners of different racial, socioeconomic, gender, cultural, disability, and sexual orientations backgrounds.” (p. 250). In order to disrupt the subversive paradigm which has been contributing to the abyssmal numbers of women and other marginalized groups in educational leadership, approaching the problem from a social justice perspective may help women to not only see, but also embrace their unique and powerful voices, and dismantle traditional leadership obstacles. Whether they attended HBCUs or PWIs, it is no surprise that African American women’s intellectual history was built upon the notion of social justice. “…[B]lack women were educated to be the ‘levers of service’ to society. …[B]lack women attended college based on an understanding that the role of higher education was to prepare students for service toward social justice.” (p. 7) The purpose of this ethnographic study is to examine the impact of a scholar community of culturally diverse women, on the in successfully navigating and increasing the number of female educational leader pipeline.

2. “Color Bind:” Securing Space and Place Within a Community of Female Scholars of Color Karen L. Gregory, Prince George’s County Public Schools; Jacqueline Sweeney, Bowie State University

Despite playing integral roles in the inception of this country, women have often played significant, yet concealed roles in history. Many would argue that American women may be the single largest marginalized group in America. However, despite being relegated to this secondary status, it also has had a significant impact on the relationships between the various racial and ethnic groups such as White women and women of color within this country. Again, despite often being on different sides of the same coin, historically White women and women of color have challenged the social, economic, and cultural inequities through education. It was the original mission of Howard University, and other historically Black colleges and universities (HBCUs), to provide “equal rights and knowledge for all.” And true to its original mission, among Howard University’s first graduates, Mary D. Spackman (a White women). Despite their shared perspectives and experiences in acts social justice such as abolition, suffrage, temperance, civil rights, or women’s rights, the tensions between hegemony and hierarchy have often placed White women and women of color at odds. According to feminists (Hull & Smith, 1993) such as bell hooks, “No other group in America has so had their identity socialized out of existence as have black women... When black people are talked about the focus tends to be on black men; and when women are talked about the focus tends to be on white women.” The historical and lived experiences of White women and women of color, has been nothing short of conflicted, with the balance between the color and gender lines, continuing to be a “battle royale” (Ellison, 1952) within women’s history, education, and status. The purpose of this autoethnographic study was to document and describe the impact of a White woman, participating within a community of female scholars, on an HBCU campus. Are HBCUs maintaining their missions of inclusiveness and diversity? How are the historical tensions of “place” and “space” been dismantled between White women and women of color on an HBCU campuses? Is there a “color bind” in being “color blind” on an HBCU campus?

3. RED Owl Collaborative: Reimagining the Pathways and Trajectories of Women in Educational Leadership Renee Garraway, Bowie State University; Natoya Coleman, Rowan University

The RED Owl Collaborative (ROC) was formed in 2014, by two HBCU graduates, to create a community of support for women scholars who are committed to strengthening and reinforcing the research acumen and practice of burgeoning educational professionals. It is the goal of the RED Owl Collaborative to develop a “scholar community” of analytical producers, sophisticated investigators, and critical consumers of educational research at historically Black institutions (HBI). While other women struggle to find and maintain community and work-life choices, ROC members have found community within a familiar mindset of social justice, and a common bond of sisterhood. Rather than approaching leadership as a zero-sum gain, members of the RED Owl Collaborative see themselves as cheerleaders, resources, and mentors, recognizing the win-win bonus of cooperation. Recognizing the intersectinality of the lives of women in educational leadership, ROC members see themselves as bridge builders, who support the social, personal, academic, and professional development of women who more often than not, do not have access to mentorship experiences. Utilizing a community of scholars and practice model, it is the purpose of the RED Owl Collaborative to provide a “safe space” for the professional, academic, and/or personal growth and development of its members. As the ROC is continuing to evolve and grow, the purpose of this study is to provide an apriori and autoethnographic examination of how a diverse group of women in educational leadership can define their own voices, create their own pipelines, and invent themselves. Rather than reinventing the wheel, it is the goal of the RED Owl Collaborative to acknowledge the present, build upon the past, and create a more inclusive and socially just future. The purpose of this ethnographic study is to examine the impact of a scholar community of culturally diverse women, on the career trajectories and academic outcomes of a third-year doctoral candidate and a first year doctoral student, in navigating the female educational leader pipeline.

Facilitator: Erin Floyd, National Association of Gifted Children Participants: Janeula M. Burt, Bowie State University 237. Student and Faculty Protest: Voices of Resistance UCEA Annual Convention Paper Session 12:00 to 1:10 pm Marriott Marquis Houston: Floor 3 - Sugarland A Participants: Student Protest and Change Barbara Bookey, Howard University; Chase Frazer, Howard University; Amber Williams, Howard University

In the spring of 2018, First University students staged a weeklong protest to demand an increase of student representation as members of the University's board of trustees. In the current iteration, less than 6% of the board are represented by students as members of the board and privy to information released during board meetings. This said, our proposal situates students voices at the forefront of university policy action and change.

The Oklahoma Teacher Walk-Out: A Photo-Elicitation Study of Teachers’ Lived Experiences Jackie Mania-Singer,
Oklahoma State University

In this phenomenological study, the lived experiences of teachers who participated in the Oklahoma teacher walk-out are explored. This study draws from photo elicitation techniques to more deeply understand the experiences of these teachers during the ten-day walk-out and uses political process theory to provide structure and language for the analysis. Findings suggest teacher motivations for the walk-out, describe manifestations of political opportunity and teacher agency, and begin to explain larger impacts of the movement.

The Political Consequences of Education Activism: The Case of the Opt Out Movement David Casalasp, Michigan State University

Grassroots education activism is on the rise, but little research has examined this phenomenon or its impact on local education politics. Addressing this gap, this case study explores the political impact of the opt out movement, a major anti-testing grassroots protest, in four school districts. Results suggest that while the opt out movement has not produced many changes in local testing and accountability policies, it has significantly increased and transformed parent engagement with education politics.

Women’s Watch: Race, Protest and Campus Sexual Assault Noelle Witherspoon Arnold, Ohio State University; Whitney Sherman Newcomb, Virginia Commonwealth University; Azadeh F. Osanloo, New Mexico State University

The purpose of this article is to explore the role of visualities the complexities surrounding CSA and Black women. We focus on visual narratives and how they influence and impact structures on behalf of Black female CSA victims. The driving thesis is visualities narrate the realities of CSA, but also serve tools of change, advocacy and transformation of campus norms concerning “consent, prevention, support for survivors, and institutional response” (Krause, et al 2017, p. 211).

Facilitator:

Terah Talei Venzant Chambers, Michigan State University

238. Leading Holistically for Equity and Excellence: Systems Thinking at the School, District, and State Levels

UCEA Annual Convention
International Community Building Session
12:00 to 1:10 pm
Marriott Marquis Houston: Floor 3 - Sugarland B

Scholars and professionals from a variety of disciplines believe that systems thinking, which puts the study of wholes before that of parts, holds great promise. However, the connections between systems thinking and educational leadership and policy have not yet been sufficiently investigated. This proposed session will gather a group of leading scholars from the United States, Australia and Israel, to describe systems thinking in educational leadership and policy from their varying points of view.

Participants:

Schools as soft systems: Addressing the complexity of ill-defined problems Sharon Kruse, Washington State University

Soft systems thinking suggests that the problems that school leaders face are ill-defined, not easily quantified, and have multiple complex solutions. Utilizing equity as an exemplar, this paper will illustrate how conceptualizing schools as soft systems can aid school leaders in their work. The literature suggests that inequalities in schools fall along racial and socioeconomic lines, including lack of access to experienced teachers, advanced curriculum, lack of funding, discipline disparities, and deficit perspectives about low-income families and students of color. As such, addressing equity within schools and school districts presents problems that do not exist independent of school leaders, teachers or students and their families, are deeply contextual and situational, and open to interpretation. Surfacing divergent views including those related to problem definition and potential explanations or resolutions are a hallmark of the soft systems approach to organizational analysis and can be employed to foster equity leadership in schools.

Principals’ Systems Thinking: The Meaning and Measure of a Leadership Construct Haim Shaked, Hemdat Hadarom College of Education; Pascale Sarah Benoliel, Bar Ilan University; Nechama Nadav, N/A; Chen Schechter, Bar-Ilan University

This paper explores the meanings of systems thinking in Israeli schools and reports on our development of a measure of elementary school principals’ systems thinking (PST). During the scale’s development, data were collected in three waves, from three different samples totalling 414 mid-level school leaders in Israel, who rated the systems thinking of the principals in their elementary schools. First, relevant items were developed and pilot-tested through principal components analysis. Then, exploratory and confirmatory factor analyses of items were conducted using two new independent samples to assess factorial validity. Findings indicated that a four-factor model of PST was the best fit between the empirical results and the conceptual formulation. Thus, according to mid-level leaders’ perceptions, PST comprises the following factors: Evaluating significance; Openness to a variety of opinions; Leading wholes; and Adopting a multidimensional view. Further, supporting criterion-related validity, the PST Scale was found to correlate significantly with two relevant established constructs: instructional leadership and organizational commitment. The PST instrument developed in this study opens new avenues for research regarding school leaders’ effects on organizational characteristics and student outcomes. Practically, measuring PST may be valuable at various stages throughout principals’ professional and career development.

Using Hierarchical Growth Modeling to Promote District Systematic Improvement in Ohio and Texas Alex J Bowers, Teachers College, Columbia University; Xinya Ni, Teachers College, Columbia University; Jennifer Esswein, Education Northwest

The purpose of this study is to apply hierarchical linear growth modelling to district demographic and effectiveness data in the U.S. states of Ohio and Texas to identify districts that are significantly outperforming or underperforming their demographic and resource characteristics from the entire population of districts in a state. The study focuses on administrative panel data for the years 2006-2012 for all districts in Ohio (n=608) and 2005-2011 for all districts in Texas (n=1028). Our findings indicate that: 1) Multiple district demographic variables and financial expenditures, such as enrollment, student ethnicity, district location, and general and school administration expenditures per pupil have a significant relationship to growth in district academic achievement; 2) we identified 32 significantly outperforming districts in Texas and 15 districts in Ohio; 3) we compare this identification system with state accountability indicators through a quadrant plot to provide a new framework for site selection in district effectiveness research, which has important implications for the policy and practice of re-envisioning school district effectiveness.

Whole District Transformation: Leading Systems Change for Sustainability Cynthia L. Uline, San Diego State University; Lisa A W Kessler, Auburn University

The researchers utilized instrumental case study methods to chronicle a large California urban school district’s response to an intervention, aimed at “greening” the district from the inside out. A leading national, sustainability-focused organization provided a partially funded staff person to serve as the district’s...
Sustainability Champion (SC). Beginning with district-defined metrics for success, the SC facilitated district-wide sustainability efforts through providing expert information, training, and guidance. Researchers documented change strategies and related outcomes over three years. Findings reveal how district and school level leaders, in concert with the SC, applied living systems thinking to invite creative solutions and adaptations, building a diverse network of support for sustainability-related building, management, and curricular and instructional practices throughout the district. Data revealed noteworthy changes in broad array of sustainable practices related to energy and water conservation, waste reduction, healthy and locally grown lunch programs, and greener purchasing practices. In addition, students were afforded integrated, place- and problem-based learning opportunities, engaging them in an energy auditing process at their schools that resulted in student recommendations for needed green-related facilities up-grades funded through local bond monies.

‘Holistic Engagement’: Framing Theory, Strategic Communication, and the Superintendent: James Covello, University of Texas - El Paso; David DeMatthews, University of Texas - El Paso

Superintendents, as the day-to-day leaders of a school district, oversee budgetary and other district operations, help give practical meaning to federal and state policy, and set local district policy. In this context, a superintendent seems to be in a strong position to craft district policies that might better serve groups of historically marginalized students and interrupt the status quo. However, education policy decisions in the U.S. — even those on the local level — occur in a highly-politicized context, with the superintendent accountable to a democratically-elected school board and influential stakeholder groups holding sway in a district. In order to gain long-term “buy-in” and legitimacy for equity based policies, a superintendent might attempt to effectively “frame” a problem and a proposed solution with a message that draws on the ideas and language that already exist in the broader community. This model of “holistic engagement” focuses on building broad coalitions and influencing various stakeholders, both internal (like principals and teachers) and external (like the elected school board and other community leaders). This study establishes a framework for examining the actions of superintendents that utilize framing and strive towards equity-oriented leadership and a holistic view of stakeholder engagement.

System Leadership for Continuous Improvement: The Role of District-Level Leaders in Creating the Conditions for System-Wide Improvement Christina Dixon, University of Virginia; David H. Eddy Spicer, University of Virginia

Educational researchers and practitioners are increasingly interested in continuous improvement as a systemic approach to improving student outcomes at scale. System leadership is among the most crucial factors in conditioning the uptake and integration of continuous improvement methods across a local educational authority or school district. Scant research exists, however, to shed light on the role of system leaders in creating district-wide conditions for continuous improvement. This study examines literature at the intersection of the fields of quality improvement, education, and leadership to synthesize current research-based knowledge about leadership behaviors that create the conditions for systemic continuous improvement in school districts. We develop an initial conceptual framework and then draw on relevant case studies and literature reviews, using an adaptation of the systematic review method of framework-based synthesis. Our review highlights how successful leaders of continuous improvement think, what they do, and where they focus their efforts to address complex, systemic challenges. The study concludes with a discussion of key themes, an elaboration of the initial conceptual framework, and proposed questions for research on leadership at the district level for systemic continuous improvement.

Improving Schools in Victoria, Australia: System, Region and School Perspectives David Mark Giarr, The University of Melbourne; Lawrence George Drysdale, The University of Melbourne Australia

This paper explores research on system leadership in the state of Victoria, Australia and does so from system, region and school perspectives. It integrates four pieces of related research from The University of Melbourne, and one report of district reform to provide an integrated perspective that links system through to school level leadership. At the system level, there were people that seemed to operate at a system leadership level, and these were at senior levels of the central and regional systems, with principal network leaders having potential to exercise system level leadership. Principals tended to not operate as system leaders because they had limited influence across schools. At a regional level, it was clear that regional directors could act as system level leaders, exerting wide influence on clusters of schools to improve. At the school level, system leadership was helpful but not the most important influence on school success. Whilst it can be helpful and act as a support, the work of the principal, other school leaders and, in the case study school, critical friends, were more important to the improvement journey of the school. So, it seems that system leadership can be important, but that it needs to work in conjunction with school leadership. Without good school leadership, the level of impact of system leadership is likely to be limited.

Facilitators: Haim Shaked, Hemdat Hadarom College of Education and Chen Schechter, Bar-Ilan University

239. Culturally Responsive School Leadership from Elementary through High School

UCEA Annual Convention Symposium
12:00 to 1:10 pm
Marriott Marquis Houston: Floor 3 - Westchase

Culturally Responsive School Leadership (CRSL) (Khalifa, Gooden, & Davis, 2016) not only addresses student needs while acknowledging their lived experiences within classrooms through teaching practices, but all throughout a school. In this session the authors represent examples of CRSL along the K-12 educational pipeline. They aim to demonstrate how CRSL can be supported through leadership programs and then developed into practice to support more equitable schooling.

Participants:
Developing Culturally Responsive Mathematics Teachers: Understanding Equity and Access in Math Education Lauren Hobbs, N/A

Every year, national and state-level data reveal disturbing disparities in mathematics achievement between students from low-income and high-income backgrounds, as well as between racial/ethnic groups. Many studies of the so-called “achievement gap” in math education utilize static labels based on race and class to categorize students with the sole purpose of disaggregating and reporting on student outcomes (Martin, 2009). However, simply knowing that some student groups achieve at higher rates than others does nothing to help educators better meet the needs of marginalized student populations. The focus must shift from student outputs, such as test data or graduation rates, to the inequitable inputs that contribute to the opportunity gap (Milner, 2012). This research examines the experiences and understandings of K – 5 math teachers in one rural district after participating in a professional development (PD) series on Culturally Responsive Mathematics Education (CRME). The study included two purposes: (1) to understand how teachers’ reflection on their own mathematical and cultural
experiences influence understanding of equity and access in math education, and (2) to describe ways in which PD for CRME inps senses how teachers understanding and making equitable teaching practices. In addition to interviews with teachers after participating in the PD, various PD artifacts, such as participants’ Math Autobiography reflections, pre- and post-PD questionnaires, and recordings, will be collected and analyzed to identify important themes and patterns that emerge for individual teachers, as well as for the group. Preliminary results reveal how engaging in self-reflection of experiences and beliefs changes the teachers during PD. Through the discussion and reflection of their own mathematical and sociocultural identities in comparison with those of their students, teachers are more aware of their implicit biases and have a desire to address them. This research is intended to add to the small, but growing, body of research concerned with supporting schools and districts to close the opportunity gap in mathematics education through the development of culturally responsive and reflective math educators. Sensemaking as a Framework for Understanding How MS Assistant Principals as Social Justice Leaders Adjudicate Discipline Referrals to Disrupt The Racial Discipline Gap Kevin J. Banks, N/A Black students, specifically black males, receive office discipline referrals more often than their white counterparts and are disproportionately excluded from the learning environment (Gregory, Skiba, & Noguera, 2010). The “space” between when teachers submit office discipline referrals and when students are subsequently excluded from the learning environment lacks exploration. APs, the authoritative campus figures responsible for making disciplinary decisions are literate mysteries (Marshall, 1992). The importance of this study was predicated on the need to reduce the racial discipline gap. By examining and discussing the sensemaking processes (Weick, 1995), utilized by APs when adjudicating discipline, recommendations are made on how to improve the professional practice of school practitioners and social justice advocates. This study used an exploratory, qualitative approach delivered through a multi-case study design (Yin, 2014), which examined the phenomenon of AP sensemaking when adjudicating office discipline referrals. In addition to interviews, participants used an online journal to detail their most memorable disciplinary experiences throughout one month. To conclude, a focus group was held with participants. The key findings of the study indicated the social justice orientation of the AP drove their discipline approach. APs contended with the challenge of coaching culturally incompetent teachers, and there were multiple variables that informed the decision-making of APs. Additionally, APs with social justice dispositions sought a high level of discernment regarding office discipline referral facts and desired to make judgements that were in the best interest of students. Lastly, key findings revealed APs contended with the emotional adversity that accompanied making exclusionary discipline decisions and combated criticism received from both teachers and parents. This research produced findings to support how social justice APs made sense of and disrupted the racial discipline gap, made sense of office discipline referrals, and navigated the emotional aspects related to making disciplinary decisions. The results point towards a need for social justice leaders that actively shape their environment through action, informed decision-making, refined investigative methods, maintaining an emotional balance and combating criticism with a focus on student growth. An Examination of Parent Engagement in Primarily Hispanic High School Campuses in a Large Urban School District Luis R Landa, University of Houston; Virginia Snodgrass Rangel, University of Houston Parent engagement positively impacts student academic performance, motivation, behavior, and attendance (Fan & Chen, 2001; Jeynes, 2007; Henderson & Mapp, 2002). The impact has been of such significance that legislation, such as the Every Student Succeeds Act (2015), has mandated parental engagement and tied campus funding to it. Unfortunately, legislation, funding, and awareness of the importance of engagement have not prevented the ‘secondary slump’ of parent engagement (Epstein, 2005). The purpose of this comparative case study was to fill a gap in the literature by focusing on parent engagement at predominantly Hispanic high schools. Guided by the Framework of Six Types of Involvement (Epstein, 2013) and the Ecologies of Parent Engagement Framework (Barton, Drake, Perez, St. Louis, & George, 2004), this study aimed to understand what primarily Hispanic secondary campuses do to strengthen parent engagement, why and how parents engage with schools, and ways to strengthen their partnership. This study included two primarily Hispanic, Title I high schools identified by their district as “high parental engagement” campuses. Data were collected through informal observations, semi-structured focus groups and interviews, and document analysis. Findings revealed that school leaders’ focus on educating families on high school expectations, academic and social impacts on student health, college and career readiness, and opportunities for parents’ personal growth. Resources provided to families included medical, employment, and immigrant legal assistance. Parent engagement appeared motivating to hold students accountable for decision-making, while student aging and inherited independence deterred engagement. On-going communication, a welcoming environment, and staff member, such as a parent liaison, served to support engagement. Challenges included language barriers, demanding schedules, and negative impressions or experiences in school. The findings have implications for school and district policy, as well as for current and aspiring educational leaders who seek to serve and impact student achievement by improving parental engagement. Faculty Enacting Culturally Responsive Teaching in Leadership Programs Ruth Maria Lopez, University of Houston; April L. Peters-Hawkins, University of Houston Khalifa et al (2016) note in their synthesis of the literature about CRSL that in developing leaders that are culturally responsive, a distinct level of self-awareness is needed. They suggest that, “a good leadership preparation program that addresses race, culture, language, national identity, and other areas of difference is necessary but not sufficient in developing a critical consciousness” (p. 1281). This development can then influence leaders’ practices. In this testimonio (Alarcón et al., 2012), the authors discuss their own philosophy towards culturally responsive leadership as women of color faculty in a leadership preparation program. They explore how they themselves revisit their own positionality and educational stories prior to, during, and after the process of facilitating critical consciousness-raising discussions and exercises in their classrooms. They explore the following questions: How did we arrive at this form of teaching practice where we incorporate cultural responsiveness into each course we teach? How can we intentionally weave our own experiences with our students’ experiences as school leaders to inform their practice? The authors argue through their narrative that it is imperative to not only incorporate CRSL into leadership preparation program, but for faculty to model by exploring where they sit as they promote this critical framework and practice.
The focus of the workshop will be to model racial equity thought and practice in higher education. Participants will learn about one university Education Leadership department’s approach to infusing racial equity in all aspects of their program. They will examine a 5-year systemic transformation toward equity - moving from traditional strategies, commonly seen in higher education, to relevant and meaningful approaches, incorporating all aspects of equity from vision, mission, program admissions practices to instructional approaches.

Participant:
Advancing Racially Conscious School Leaders in Higher Education: The Reason, The Focus and the Action Candace France Raskin, Minnesota State University, Mankato; Melissa Krull, Minnesota State University, Mankato; Natalie Rasmussen, Minnesota State University, Mankato; Jinger Gustafson, N/A; Bernadeia Johnson, Minnesota State University- Mankato

Throughout the United States the inability to effectively ensure high levels of learning for all children of all races without exception and without excuse persists. On national standardized tests in both reading and math, White children, as a race, have achieved higher than African American and Hispanic children consistently since 1975, according to the National Assessment of Educational Progress (2012). University preparation programs remain generally traditional and non-responsive to the growing racial diversity in schools (Goddard, 2015), to the persistent racial achievement gaps (NAEP, 2012) and to the analysis of policies and programs that perpetuate the racial achievement gap. In a study conducted by Hawley and James (2010) that surveyed University Council for Educational Administration programs, principal preparation programs appeared not to be equipping leaders with skills needed to meet the needs of an increasingly racially diverse school population. This mini-workshop will explore one university’s Education Leadership department’s approach to transforming its approach in preparing principals through the lens of race. The focus of the workshop will be to model racial equity thought and practice in higher education.

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241. International Stories: Leadership for Student Success through Relationship Building and Equitable Practice
UCEA Annual Convention
International Community Building Session
1:20 to 2:30 pm
Marriott Marquis Houston: Floor 3 - Briargrove B

This international community-building session will focus on recent research and development activities being conducted by members of the high-need schools project. In particular, this session examines studies of high-need schools in Brazil, New Zealand, South Africa, and the United States. The symposium will focus on leadership attributes that enable student success, build positive internal and external relationships, and offer models of equitable practice through an international lens.

Participants:
Public School Principal’s Leadership And Educational Results in Brazilian Public Schools Ana Cristina Oliveira, Federal University of the State of Rio de Janeiro; Cynthia Paes de Carvalho, Pontificia Universidade Catolica do Rio de Janeiro/PUC-Rio

This study emphasizes the relationship between an internal school factor - the principal’s leadership (perceived by school teachers) - and an external school factor - the principals’ nomination policies - with the students’ academic results. Using data provided by external national assessments (“Prova Brasili”), editions of 2007, 2009 and 2011, this quantitative study initially describes the principals’ profile (of all schools evaluated in the 5th grade of elementary school). The research included the construction of the Principal’s Leadership Index through factor analysis and a variable that indicates how the principal took his position. Finally, a linear regression was developed in order to relate these variables to the performance in Math of 5th grade students (average per school). It was found that, after controlling for students socioeconomic status, the internal and the external school factor analyzed have statistically significant associations with the students’ results.

Social Justice Leadership for Academic, Organizational and Community Sustainability in High Need Schools Stephen Louis Jacobson, University at Buffalo, SUNY

This paper reports findings of studies conducted on successful school leadership in high need schools in three nations. The studies used a common conceptual framework, case study methodology and semi-structured interview protocol developed initially for the International Successful School Principalship Project and subsequently modified by the International School Leadership Development Network for high need schools. The case studies examined early childhood education centers in New Zealand, elementary schools in the United States, and a secondary school in Belize. Across these different educational contexts, the findings revealed leaders who exhibited a common set of core practices for successful leadership (Leithwood & Riehl, 2005) that was built upon a transformative social justice and communitarian orientation which led each of them to engage their school community (students, teachers, parents and other community members) in the process of partnering to improve the academic performance of students, as well as the economic viability and sustainability of their school and community.

A South African High Needs School: A Case of Context Driven Courageous Leader’s Journey Mette Lise Baran, Cardinal Stritch University; Glad Van Harpen, University of Wisconsin Oshkosh

High needs schools are characterized by their ethnically, linguistically, and economically diverse student populations, resulting in challenges that are interwoven with cultural and societal norms. This paper presents characteristics of leadership that enable staff and student success a post apartheid school in Cape Town, South Africa, utilizing a case study methodology following the International School Leadership Development Network (ISLDN) research protocol. Literature reviewed highlighted the context specific to high needs schools, including leadership characteristics, instructional considerations, and implications for school culture. The study employed a constructivist qualitative approach, and utilized a new theoretical framework, the High Needs School Leadership model, coupled with an overarching model of thematic analysis to drive the research design and the data analysis. Data were collected from personal interviews with educators including school leaders, assistant school leaders, and teachers at the two schools. These data and concurrent archival document analysis revealed the importance of several key themes: 1) Engagement. 2) Core Values, 3) Developing People, 4) Inclusion, 5) Equity, and 6) Persistence. As schools serve increasingly diverse populations, the urgency to understand the contextual elements that lead to success grows. By considering the findings of this study, system and school leaders can enhance their awareness of factors with the greatest potential to significantly and positively impact educational settings for students in high needs schools.

Successful Learning in a High Needs Inner City School: One Year Systemic Transformation of a South African High Needs School: A Case of Context Driven Stephen Louis Jacobson, University at Buffalo, SUNY

This paper explores a one-year systemic transformation of a South African high needs school. The school was a post apartheid school in Cape Town, South Africa, utilizing a case study methodology following the International School Leadership Development Network (ISLDN) research protocol. Literature reviewed highlighted the context specific to high needs schools, including leadership characteristics, instructional considerations, and implications for school culture. The study employed a constructivist qualitative approach, and utilized a new theoretical framework, the High Needs School Leadership model, coupled with an overarching model of thematic analysis to drive the research design and the data analysis. Data were collected from personal interviews with educators including school leaders, assistant school leaders, and teachers at the two schools. These data and concurrent archival document analysis revealed the importance of several key themes: 1) Engagement. 2) Core Values, 3) Developing People, 4) Inclusion, 5) Equity, and 6) Persistence. As schools serve increasingly diverse populations, the urgency to understand the contextual elements that lead to success grows. By considering the findings of this study, system and school leaders can enhance their awareness of factors with the greatest potential to significantly and positively impact educational settings for students in high needs schools.

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Wisconsin is labeled one of the worst states in the United States for black children based on measures including poverty, single-parent households, and math proficiency. These factors, coupled with inadequate education, set many at risk students up for failure (Downs, 2015). Milwaukee Public Schools continues to struggle with one of the worst academic achievement gaps in the nation related to black and white students’ performance on national benchmark tests, differences in graduation rates, and likelihood to be suspended from school. One courageous leader founded a charter school to provide positive learning opportunities for high needs inner city students and has set out on a journey to turn these dismal statistics around. One purpose of this case study is to understand the school leaders’ role in school change. By creating a new 6th -12th grade urban charter school in the fall of 2016, the principal and staff of Milwaukee Excellence School are providing promising educational opportunities serving a predominantly black student body. Through a series of in-depth interviews with the founding principal, the researchers discovered how his passion for social justice, and unwavering commitment to the mission and vision of the school, serve as foundations for courageous leadership to step in and step-up when others have often left the educational future of these students to chance. This is his story. Initial findings show the school is positioned for success in meeting educational goals and improved academic success for all students.

Sociocultural Interactions of Leaders and Students from Marginalized Communities in the Southeastern United States
Parker Morse Andreoli, Clemson University; Frederick C. Buskey, Clemson University; Keneisha LaRae Harrington, Clemson University; Hans Klar, Clemson University; Rose Ylimaki, University of South Carolina; Suey Hardie, University of South Carolina; Jingtong Dou, University of South Carolina; Peter Moyi, University of South Carolina
U.S. and European school populations are becoming increasingly diverse due to internal demographic shifts and global population migrations. Educational leaders must recognize individual students’ social and cultural capital (Bourdieu, 1977; Coleman, 1966) or funds of knowledge as a basis for education (Moll & Gonzalez, 1992). Today’s educational leaders have a critical role in mediating various individuals’ habitus (including their own), socio-cultural capital, and public spaces; however, sociologists, education theorists and leadership scholars have yet to engage in a common project regarding these issues. The work of Pierre Bourdieu is very useful for theorizing educational leadership. (Lingard & Christie, 2003). The work of Bourdieu can help educational leadership researchers examine individual agency of the school leader within the contextual constraints. The aim of this project is to link the actions of leaders to the social space (field) which they occupy. This proposal posits two objectives as follows: 1) to present a theoretical framework grounded in Bourdieu’s theories for studying the interactions of the leaders and the students from marginalized communities; and 2) to present empirical examples from schools located in the southeastern United States using this framework. Methods This proposal draws on our conceptual framework and utilizes research methods from the International Studies of Leadership Development Network (ISLDN) that seeks to understand the critical aspects of leadership in high-needs schools. Beyond the ISLDN selection criteria, the proposal includes input from the State Department of Education and the school districts. Data sources include interviews with principals, teachers, parents, and students, policy and other documents, as well as ethnographic field notes. We report two cases of schools once deemed federal priority schools, having been ranked among the lowest five percent of Title One schools in this state in the southeastern United States. The schools serve as illustrative case studies of leadership, learning, and community engagement in a high-needs school.

Facilitator:
Jami Royal Berry, University of Georgia

UEA Annual Convention Symposium
1:20 to 2:30 pm
Marriott Marquis Houston: Floor 3 - Kingwood A

This is a student-directed symposium. To share their transformational journeys in the Urban School Leaders Collaborative (USLC), students will present three papers and a video documentary analyzing data from their collective autoethnographies. The purpose of this symposium is to analyze student learning in an established, award winning principalship preparation program referred to as the Urban School Leaders Collaborative and to examine the notion of collective critical consciousness as the central pedagogical approach.

Participants:
Personal Ethnographic Moments Jeanetta Brown, The University of Texas at San Antonio/San Antonio ISD; Juan Cano, The University of Texas at San Antonio/San Antonio ISD; Jacob Castro, The University of Texas at San Antonio/San Antonio ISD; Melissa Chagoya, The University of Texas at San Antonio/San Antonio ISD; Amanda Cortez, The University of Texas at San Antonio/San Antonio ISD; Herbert Cottrell, The University of Texas at San Antonio/San Antonio ISD; Cynthia Silva, The University of Texas at San Antonio/San Antonio ISD; Luke Amphlett, The University of Texas at San Antonio/San Antonio ISD; Britney Mitchell, The University of Texas at San Antonio/San Antonio ISD; Martin Ramirez, The University of Texas at San Antonio/San Antonio ISD

This paper will convey the combined personal stories of the cohort. To make sense of the data, themes will be identified and analyzed to draw connections between their lived personal experiences and the way they practice as educators. Data analysis will be guided by one overarching question: How have your personal experiences helped shape your philosophy of education, core beliefs and ideology?

Professional Ethnographic Moments Michelle Felix, The University of Texas at San Antonio/San Antonio ISD; Anthony Gallardo, The University of Texas at San Antonio/San Antonio ISD; Martin Gonzalez, The University of Texas at San Antonio/San Antonio ISD; Ryan Chavez, The University of Texas at San Antonio/San Antonio ISD; Kim Lerma, The University of Texas at San Antonio/San Antonio ISD; Ruth Martinez, The University of Texas at San Antonio/Medina ISD; Caitlin McCloskey, The University of Texas at San Antonio/KIPP; Alison Mokry, The University of Texas at San Antonio/San Antonio ISD; Azael Rodriguez, The University of Texas at San Antonio/San Antonio ISD; Laura Servin, The University of Texas at San Antonio/San Antonio ISD

As with the personal stories, this paper will also convey the combined professional stories of the cohort. To make sense of the data, themes will be identified and analyzed to draw connections between their lived professional experiences and the way they practice as educators. Data analysis will be guided by one overarching question: How have your professional experiences helped shape your philosophy of education, core beliefs and ideology.

Transformational Ethnographic Moments Antoinette Mitchell, The University of Texas at San Antonio/San Antonio ISD; Dora Ortiz, The University of Texas at San Antonio/San Antonio ISD; Jami Royal Berry, University of Georgia

UEA Annual Convention Symposium
1:20 to 2:30 pm
Marriott Marquis Houston: Floor 3 - Kingwood A

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Transformational Ethnographic Moments Antoinette Mitchell, The University of Texas at San Antonio/San Antonio ISD; Dora Ortiz, The University of Texas at San Antonio/San Antonio ISD
243. Guiding Student Research and Your Own: Strategies for Equity-Oriented Early and Mid-Career Faculty
UCEA Annual Convention
Innovative Session / Mini-Workshop
1:20 to 2:30 pm
Marriott Marquis Houston: Floor 3 - Kingwood B

Engaging in research is vital to the work of educational leadership faculty, as is advising students with their dissertation research. Yet faculty are often not trained on how to successfully manage burgeoning advising duties, their research, teaching, and service. This interactive mini-workshop provides a space for equity-oriented faculty to strategize, exchange tools, and develop systems to successfully manage their scholarly agenda while advising students in culturally responsive ways. Participants should bring their smartphones/computers.

Facilitators:
- Juan Manuel Niño, University of Texas at San Antonio
- Betty M. Merchant, University of Texas at San Antonio
- Evangeline Aguiler, University of Texas at San Antonio

244. Workshop on Successful Retention in the Educational Leadership Academy
UCEA Annual Convention
Special Session
1:20 to 2:30 pm
Marriott Marquis Houston: Floor 3 - Meyerland A

Authors of The UCEA Retention, Tenure, and Promotion Guidebook will provide activities to succeed in academia and actively involve participants to address the professoriate’s different stages of development. Participants wishing more individualized support will be mentored throughout the year and requests for expert reviews of materials can be arranged. The workshop will offer valuable advice to administrators to develop a supportive climate within their institutions.

Presenters:
- Bruce Barnett, University of Texas at San Antonio
- Leonard C. Burrello, University of South Florida
- Monica Byrne-Jimenez, Indiana University
- Gary Crow, Indiana University
- Mary Erina Driscoll, CCNY School of Education
- Gerardo R. Lopez, University of Utah
- Martha McCarthy, Loyola Marymount University
- Betty M. Merchant, University of Texas at San Antonio
- Martha N. Ovando, University of Texas - Austin
- Joan Poliner Shapiro, Temple University
- Paula Myrick Short, University of Houston

Facilitator:
- Maria Luisa Gonzalez, Professor Emerita

245. Impacts of Discipline Policies: Lessons for Reform
UCEA Annual Convention
Paper Session
1:20 to 2:30 pm
Marriott Marquis Houston: Floor 3 - Meyerland B

Participants:
Does reducing suspensions improve student outcomes? Lessons for school leaders and policy makers Kaitlin Anderson, Michigan State University

Many states and school districts have implemented reforms to limit exclusionary discipline, which has been linked to lower student achievement, drop-out, and involvement in the juvenile justice system. I study a state-wide policy banning out-of-school suspensions for truancy. Perhaps due to low implementation, I find little evidence of changes in student achievement and misbehavior, but a small decline in absenteeism for low-income students in certain grades. Implications for policy design and implementation are discussed.

Discipline Policy Reform: A Review of Oakland USD following an OCR Investigation Catherine E Robert, The University of Texas at Arlington; Nathern S. A. Okilwa, University of Texas at San Antonio

Research demonstrates harmful effects of disparate discipline practices on outcomes for students of color. The Office of Civil Rights (OCR), under the Obama administration, significantly increased investigations under the mandate of Title VI. In this study, we examine OCR’s investigation of Oakland Unified School District (OUSD) to establish the district’s response following findings of disproportionality for African American students. Current OUSD discipline data indicates persistent discipline disparities remain, yet OUSD has undertaken significant reform initiatives.

Policing Our Students - A Legal Review of Civil Rights in Schools Samuel Kamin, University of Connecticut

While most would agree that student safety is a top priority of school leaders, legal questions must be asked concerning the balance between student safety and civil rights, particularly concerning the increased interactions between police and schools. This paper examines the case law concerning police in schools and highlights an implicit Constitutional “runaround” that not only necessarily restricts all students’ civil rights, but also disproportionately impacts young people of color.

Detracking Court Cases and Effective Remedies Shannon Holder, University of Connecticut

This paper provides a brief background of tracking research showing its harmful effects on students of color and lower tracked students as well as the complexity of detracking reform. It then compares the Hobson v. Hansen case and the Hoots v. Commonwealth of Pennsylvania et al cases. The paper ends with a call for more courts to create extensive remedies to push for greater detracking reforms in school districts.

Facilitator:
- Virginia Snodgrass Rangel, University of Houston

246. Resisting as Reform
UCEA Annual Convention
Paper Session
1:20 to 2:30 pm
Marriott Marquis Houston: Floor 3 - Montrose A

Participants:
Champions for public schools? A critical discourse analysis of Democratic senators’ speeches opposing Betsy Devos. Tom
Hairston, University of Missouri

This paper investigates the discourse that Democratic senators used in opposing the selection of Betsy Devos as Education Secretary. Through a critical discourse analysis of 30 speeches given by 23 different senators in January 2017, this paper examines how Democratic senators define the purpose of public education, why they object to the selection of Betsy Devos, and how they may reify neoliberal thought into federal PK-12 education policy.

Principal’s Responses to Donald Trump’s Immigration Policy: Campus Leadership During at Time of Uncertainty

Jerry Ray Burkett, University of North Texas; Sonya Diana Hayes, University of Tennessee at Knoxville

Donald J. Trump was elected president in 2016 after a year of campaigning on several issues including immigration reform. After Executive Orders changed Obama-era policies, immigrant families became afraid for their children as ICE raids and deportations increased. Campus principals in Texas, who lead Hispanic-majority schools, find themselves in a position to support their students’ access to public education and to assume the role of an advocate beyond their role as campus principal.

Political Opportunity and the Mobilization of Education Activism: The Case of the Opt Out Movement

David Casalaspi, Michigan State University

Grassroots education activism is on the rise, but little research has examined the environmental conditions which promote activism. Addressing this gap, this case study explores the environmental conditions which promoted or repressed the mobilization of the opt out movement in four school districts. Results suggest that differences in the volume and tactics of activism existed across districts, and these differences were attributable to differences in local social networks, institutional and discursive practices, and district leadership.

Street-Level bureaucrats: How principals internalize and interpret Texas college readiness mandates

Isela Pena, University of Texas - El Paso; Karina C. Canaba, University of Texas - El Paso; Rodolfo Rincones, University of Texas - El Paso

This qualitative study examines the how high school administrators in the role of policy actors, interpret and implement college readiness state policies at the campus level. The data in this study draws from college readiness literature as well as from sensemaking theory in its analysis. The findings offer insight into how high school principals make sense of college readiness mandates and how this understanding impacts college readiness efforts at their respective campuses.

Facilitator:

Davis Clement, University of Virginia

247. Leadership in Support of Immigrant Populations

UCEA Annual Convention

Critical Conversations and Networking Sessions

1:20 to 2:30 pm

Marriott Marquis Houston: Floor 3 - River Oaks A

ADD ABSTRACT

Facilitators:

Sandra Leu, University of Utah
Julie Kasper, N/A
Andrea Chevalier, N/A
Erica Fernández, University of Connecticut
Maria Frankland, University of Maine

Participants:

Emily Crawford, University of Missouri
Gerardo R. Lopez, University of Utah
Martin Scanlan, Boston College

Rebecca Lowenhaup, Boston College
Sarah I. Hairston, University of Missouri
Kristina Brezicha, Georgia State University
Stephen Kotok, St. Johns University
Elizabeth Gill, St. Johns University
Jill Koyama, University of Arizona
Ethan Chang, UC Santa Cruz
Samantha Paredes Scribner, Indiana University
Chloe Latham Sikes, University of Texas - Austin
Andrea Mercado, University of Maine
Monica Byrne-Jimenez, Indiana University

248. The Emerging Democratic Professional: Leaders Moving beyond Privatization & Market-Driven Reforms

UCEA Annual Convention

Symposium

1:20 to 2:30 pm

Marriott Marquis Houston: Floor 3 - River Oaks B

With a focus on educational leadership, this symposium takes up the issue of what it means to be a professional in the context of New Public Management (NPM), which includes market-based reforms and metrics-driven accountability. Rather than suggest a return to an older conception of professionalism, which was too often buffered from low-income communities of color, we propose a new democratic conception of professionalism that is not merely aspirational, but based on existing democratic practices.

Participants:

New Policy Networks and Second Wave Corporate Reform shape the new educational leader, Gary L. Anderson, New York University

The paper provides a historical perspective that documents two waves of business influence in education. The first was the early 20th century Taylorist reforms that gave us the factory model school (Callahan, 1962). While current business leaders (Business Round Table, Chamber of Commerce, and the National Association of Manufacturers) have used their critique of public school bureaucracies to promote their business models in education, they fail to acknowledge that these same bureaucracies were the legacy of the first wave of business meddling in education. The paper describes the emergence of NPM in the 1980s and its evolution into a movement that views the public sector as a profit center for global corporations (Riep & Machacek, 2016). The second wave of corporate influenced education reform paralleled the rise of a neoliberal economic model that began in the 1970s, but flourished under Ronald Reagan and the “new democrat” administrations of Bill Clinton and Barak Obama. Corporate education reform was embraced by both political parties with the Race to the Top act as its culmination. Under Betsy DeVoss NPM will likely morph into vouchers and various forms of neovouchers (Welner, 2017). The paper will analyze this history and provide a network analysis of the various policy entrepreneurs, think tanks, and venture philanthropists who have promoted NPM. While the first wave of school reform produced the bureaucratic educational leader, the second wave has produced the entrepreneurial leader, who must recruit students and teachers, interface with vendors for services like professional development, and manage the brand of the school (DiMartino & Jessen, 2016).

The Emerging Democratic Professional in Public Education

Michael Ian Cohen, University of Northern Colorado

A sizable body of literature critiques new forms of professionalism in our age of market-driven reforms, privatization, and high-stakes accountability in public education—policies that I will refer to collectively as New Public Management (NPM) (Evett, 2009). This literature includes examples of leaders and teachers resisting NPM, from individual
professionals engaged in critical vigilance (Ball & Olmedo, 2013) to more collective acts such as developing counter-discourses, reappropriating reform policies, and building alliances with families and communities to advocate for a public education that is socially just and equitable (Quinn & Carl, 2015). These forms of resistance offer us an opportunity to generate a new understanding of leading and teaching, one that neither harkens back to an older bureaucratic professionalism, nor accepts the entrepreneurial and data-driven ethos of NPM. Building on Anderson and Cohen’s (2015) framework for studying educator resistance, this paper reviews the literature of resistance to NPM but also analyzes existing policies and practices that are beginning to constitute a democratic professionalism in education, which I describe along three dimensions. The first dimension involves inclusivity in governance, opportunity, and the public sphere. The second dimension involves a conception of professional responsibility that counters notions of accountability in NPM (Biesta, 2004). The third dimension calls for an activist professional (Anderson, 2009), one who is grounded in participatory notions of practice as well as advocacy for and input from school communities. In line with the conference theme, this paper theorizes a “revolution” in educator professionalism, yet it is one already in the making—in community schools, alternative systems of evaluation, reform unionism, a participatory action research approach to professional learning, culturally responsive pedagogy, restorative justice practices, and the growing push to return to a strategy of public investment in education. Indeed, this democratic professionalism will require a policy ecology wherein it may thrive. But it will also require us to shift our understandings of what it means to be a leader or a teacher—beyond market-driven reforms and the growing push toward privatization.

New Governance, New Leadership: Teach For America and Relay GSE: Setting the Agenda for the Prescriptive Teacher and Leader

Angus Mungal, University of Texas - El Paso

Both Teach for America (TFA) and Relay Graduate School of Education (Relay) have embraced aspects of the new professionalism in terms of the shift toward more managerial based professionalism. As Teach for America and Relay GSE expands, it has increased partnerships with school districts (Relay Graduate School of Education, 2016; Teach For America, 2014), religious schools (Christian Brothers University, 2018), religious movements (Blumenthal, 2013) and charter schools (Heilig, 2018). These partnerships represent a shift away from a public service view associated with university-based teacher and leader preparation programs. Instead these new partnerships embrace a marketized consumer view where school districts and charter schools argue that they should have a greater input on the type of teacher and leader they require (Mungal, 2015). In these programs, teachers learn specific prescriptive methods that are promoted by TFA and Relay organizations (Mungal, 2018), methods that do not account for learning differences of the students. Leaders and founders of Teach for America (Wendy Kopp) and Relay Graduate School of Education (Norm Atkins) as well as many of the charter school network founders such as David Levin (KIPP), Dacia Toll (Achievement First), Tom Torkelson (IDEA) and Michael Milkie (Noble) are a demographic that does not represent the students that attend their schools. These leaders support a very specific vision of what students of color and minority groups need to learn. TFA and Relay impose its own sets of rules, assessments and expectations onto the teachers and students in their organization. In other words, a parallel system of leadership training that does not always lead to state certification, can now influence how teachers are prepared and what they should teach. The paper discusses the implications of these new pathways and the ways they shape that low-income students of color are taught and led.

Facilitators:

Corrie Stone-Johnson, University at Buffalo, SUNY
Kevin Lawrence Henry, Jr., University of Arizona


UCEA Annual Convention
Critical Conversations and Networking Sessions
1:20 to 2:30 pm
Marriott Marquis Houston: Floor 3 - River Oaks C

While most educators are identified as female, white males still dominate system-level leadership roles in the United States. Join us for a vibrant discussion on disrupting the leadership status quo. Learn how system-level leaders who identify as women of color and white women narrate their leadership and identify ways university preparation programs and school systems can eliminate barriers and develop systemic supports that enable and embrace women’s ways of leading.

Facilitators:

Ann O’Doherty, University of Washington
Allyson Honza, University of Washington
Lisa Bass, North Carolina State University
April L. Peters-Hawkins, University of Houston
Margaret Grogan, Chapman University
Shelby A. Cosner, University of Illinois at Chicago

250. Research at the Intersection of Student Voice, School Leadership, and Contextual Complexities

UCEA Annual Convention
Symposium
1:20 to 2:30 pm
Marriott Marquis Houston: Floor 3 - Sugarland A

The purpose of this symposium is to continue the conversation ignited at last year’s UCEA convention: Echando Pa’lante. A collaborative of authors representing 9 universities in various regions of the US share their community-engaged research focused on 1) theoretical underpinnings at the intersection of student voice, school leadership, and contextual complexities; 2) specific student leadership development strategies and partnerships; 3) challenges organizations face negotiating alliances and the social justice implications therein.

Participants:

Imagining Student Voice as a More Inclusive Approach to Leading Schools Across Contexts

Katherine Cummings, Mansfield, University of North Carolina at Greensboro;
Anjale Welton, University of Illinois at Urbana-Champaign;
Mark Halx, N/A

The purpose of this paper is to illustrate the value of student voice in ethical educational leadership research and practice. While much research has explored what it means to be an ethical leader or what it looks like to lead schools for social justice, it has rarely considered the student perspective as an integral component of leadership decision making. In fact, as this paper argues, listening to the student voice is indispensable to ethical leadership responsibilities. This article provides examples of what we believe is a more ethical approach to researching and leading in schools. It operationalizes ethical and socially just leadership practices that are student-focused and hold promise to sensitize our research efforts, destabilize oppressive school leadership structures, and create positive and innovative environments for students.
The Role of Student Voice in the Work of Early College High School Principals **Hattie Lee Hammonds, Clemson University**

This paper examines the role student voice played in a study that examined three principals at schools that participate in the early college high school (ECHS) initiative. Democratic leadership and social justice leadership provide conceptual lenses for the study. Data is drawn from three student focus groups that focused on how ECHS principals promote student success. Results show that students at one school believed their voice was stifled and the principal valued achievement over creating meaningful relationships with students. However, students at the other two schools felt empowered to be active participants in school improvement processes. These findings are relevant as the ECHS initiative expands nationally into high schools that normally might not include students in decision making and school improvement processes. Findings are also relevant because practical research on student voice and leadership is needed.

A Justice-Oriented Approach to Developing Student Leaders in an Urban School District **Jason Deric Salisbury, University of Illinois at Chicago; Daniel D. Spikes, Iowa State University; Amber Marie Graeber, Iowa State University**

There is a justified increasing call for the inclusion of youth voices in school leadership as a mechanism to promote socially just changes in school. At the same time, research has demonstrated the ways in which the oppressive and hegemonic structures present in schools and society work to undermine the ability of youth to develop their critical consciousness and engage in the necessary praxis required to bring their critical voices to school leadership. This critical qualitative case study investigates the ways a student led and developed Social Justice Youth Summit (SJYS) supported a team of high school students in developing their social justice identities. Findings highlight how involvement in the process supported a group of students from one urban school district in sharpening their self, social, and global awareness in ways that simultaneously deepened youth awareness of oppressive forces acting in their lives and enhanced their ability to bring their voices to bear on school and community leadership. SJYS youth leaders were able to center their voices in formal and informal school improvement in ways that pushed schools, teachers, and students towards more equitable practices.

Transforming the Future by Developing Youth Leadership in a Rural High School **Victoria Sherif, University of Kentucky**

The study described in this paper evaluates youth voices in proposing educational practices of leadership development within rural settings. A secondary analysis of qualitative data collected as part of a longitudinal case study explores youth perspectives on specificities of education, such as volunteering and community service, collaboration with school administration and staff, leadership course activities, and purposeful self-reflection, designed to further leadership in the rural high school learning environment. This paper, with its focus on student voice, helps fill a gap in research involving rural youth and serves as a foundation for rural high school principals and educators to foster a sense of community among youth leaders and school administration. It also has important implications for social and educational leadership researchers and practitioners interested in applications of qualitative secondary analysis and involved in design and implementation of educational strategies targeting youth leadership education.

Employing Linkage Theory to Tackle the Student Voice-Organizational Improvement Paradox **Marc Ian Brasof, Arcadia University**

The organizational improvement paradox occurs when change agents anticipate that a particular change initiative will spread to other areas of the organization, but those anticipations are never realized. That is, positive outcomes in one part of the firm may happen, but they might also fail to translate into gains elsewhere in the organization. Change agents and collaborators in schools often experience this improvement paradox, which also contributes to issues of sustainment. In response, this paper offers linkage theory as an analytical tool to gauge how designers of student voice work might better spread the benefits of their change initiative to other areas of the school and get others to take ownership. A multi-site qualitative case study of Youth Court is analyzed to illustrate how linkage analysis might be leveraged to proliferate change and foster sustainment in school reform efforts.

Facilitator: **Katherine Cummings Mansfield**, University of North Carolina at Greensboro

251. The Power of Community Learning Exchanges (CLEs): Cultivating sustainable relationships in order to effect radical change

**UCEA Annual Convention**

**Innovative Session / Mini-Workshop**

1:20 to 2:30 pm

**Marriott Marquis Houston: Floor 3 - Sugarland B**

This session works to create a gracious space for participants to engage in issues of race, gender, sexuality, and body politics. The session will be the latest in the series of community conversations which centers the wisdom of people and the power of place through collective meaning making. A dynamic-critical pedagogy allows for participants to learn from one another, struggle with issues of identity, and construct a framework for crossing borders and building bridges.

**Participant:**

The Power of Community Learning Exchanges (CLEs): Cultivating sustainable relationships in order to effect radical change

**Sara L Torres, Texas State University; Miguel Angel Guajardo, Texas State University; Orlando Hinojosa, Texas State University; Sascha Betts, Texas State University; Eulogia Martinez, Texas State University; Blaine Carpenter, N/A**

This session works to create a gracious space for participants to engage in issues of race, gender, sexuality, and body politics. The session will be the latest in the series of community conversations which centers the wisdom of people and the power of place through collective meaning making. A dynamic-critical pedagogy allows for participants to learn from one another, struggle with issues of identity, and construct a framework for crossing borders and building bridges.

Facilitator: **Sara L Torres**, Texas State University

252. Survive or Thrive: Dynamics of Turnover

**UCEA Annual Convention**

**Paper Session**

1:20 to 2:30 pm

**Marriott Marquis Houston: Floor 3 - Westchase**

**Participants:**

Adapt or Abandon: Demographic Shocks and Principal Turnover **Andrew Pendola, Pennsylvania State University**

Given that principals stand at the precipice between policy, the student body, and the community, this article examines whether rapid demographic change in schools is met with stable leadership, or if principals tend to leave schools during times of instability. This longitudinal, quantitative investigation seeks to determine how school principals react to a changing populace, to foster a better understanding of how districts and preparation programs can support principals for an increasingly changing student body.
Teacher Ratings and Principal Turnover

Aliza Nadir Husain, University of Virginia; Luke C Miller, University of Virginia; Daniel W. Player, University of Virginia

Principal turnover negatively affects teacher retention and student achievement gains. Very little work, however, examines the relationship between principal quality and principal turnover. Using data from the Schools and Staffing Survey and the New York City School Survey, this paper aims to fill that gap. Using teachers’ perceptions of their principal as a measure of principal quality, findings suggest that teacher satisfaction negatively predicts principal turnover.

Understanding Attrition Among Novice Principals in Chile

Joseph Flessa, OISE/University of Toronto; Carmen Montecinos, Pontifical Catholic University of Valparaíso

In this study of novice principals in Chilean public schools, we examined factors that contributed to the attrition, within their first three years in the post, of five of 13 new principals from the same region. Novice principals failed differently but a combination of conflicts within the school (“managing down”) and conflicts with the municipal education department (“managing up”) paint the overall picture.

Performance-based Compensation: Do Financial Incentives Retain School Principals and Improve Their Job Performance?

Hajime Mitani, Rowan University

The federal Teacher Incentive Fund propelled many states and local districts to implement performance-based compensation programs (PCPs) for teachers and school principals. While many studies investigated the impact of PCPs for teachers, research on PCPs for school principals has been still scarce. This paper provides some sort of first empirical evidence on the effectiveness of PCPs for school principals implemented in approximately 220 schools in 15 school districts in the state of Tennessee from 2011-12.

Facilitator:
Ed Fuller, Pennsylvania State University

253. Mission Matters: An Analysis of Mission Statements As a Driver of System Change

UCEA Annual Convention

Paper Session

2:40 to 3:50 pm

Marriott Marquis Houston: Floor 3 - Briargrove A

Participants:

An Analysis of District Mission Statements in Kentucky

Kyle Ingle, University of Louisville; Terra Greenwell, University of Louisville; Justin Woods, University of Louisville

Drawing upon the work of Schafft and Biddle (2013), we undertook a mixed methods analysis of mission statements from all of Kentucky’s 173 school districts. Generic student success and individual attention represented the most frequently occurring codes in the mission statements. Chi-square tests of bivariate association yielded only one significant difference. School districts in cities were significantly associated (p < 0.05) with mission statements that expressed a value for diversity.

Challenges with mission, vision, and change in a 1:1 school: A faction analysis

Vincent Cho, Boston College; Erica Hamilton, Grand Valley State University; Kaitlyn Tuthill, Boston College

Although organizational visions can guide everyday work, little is known about how visions relating to social justice might be integrated into educators’ technology practices. Accordingly, this mixed-methods case study drew upon survey and interview data to describe one large secondary school’s 1:1 initiative, including the potential role played by the school’s social justice mission.

Social Network Analysis (SNA) techniques and ANOVA helped to describe divisions among faculty members and the factors potentially influencing their practices.

Exploring School Principals’ Systems Thinking Competency

Nechama Nadav, N/A; Haim Shaked, Bar Ilan University; Pascale Sarah Benoliel, Bar ILAN University; Chen Schechter, Bar-Ilan University

This study explored the extent and frequency of school principals’ engagement in systems thinking (ST), and gender and seniority connection to principals’ ST. Principals’ ST was then related to school middle-leaders’ outcomes. Regression analysis results from a sample of 213 Israeli middle-leaders showed that seniority predicted principals’ ST, and that principals’ ST significantly predicted middle-leaders’ job satisfaction and organizational commitment. Implications of these findings for both theory and practice are discussed.

The influence of Mission Statements on the Practices and Leadership of School Administrators

Julia Mohfouz, University of Idaho; Nikolaus Barkauskas, Pennsylvania State University

The purpose of this qualitative research is to investigate the perceptions of 15 school administrators of the purpose of schooling and how the mission statement of their schools impacts their daily practices and school leadership. The interview data showed that mission statements are derived from a milieu of internal and external factors and represent the complex relationship that school administrators have with their students and education stakeholders from their wider communities.

Facilitator:
Stacey Rutledge, Florida State University

254. Advocacy for Equity: Engaging in the Political

UCEA Annual Convention

Paper Session

2:40 to 3:50 pm

Marriott Marquis Houston: Floor 3 - Briargrove B

Participants:

Leadership Praxis as Counter to Social Injustices: The Intersection of Individual Accountability and Social responsibility

Patrick M. Jenlink, Stephen F. Austin State University

The question of individual accountability and social responsibility in matters of social injustice presents a perduring concern for educational leaders. The purpose of this study was to examine the nature of social injustices as meta-narrative in educational settings and the positioning of educational leadership as mediational praxis and counter narrative against injustices. The study focused on what constitutes social injustices, the nature of mediational praxis, and the intersection between injustice and social justice praxis.

Access to Opportunity or Isolation? School Choice, Race, and Geography in Metro Detroit

Sarah Winchell Lenhoff, Wayne State University; Rebecca Caldwell, N/A

This study explores how a state's unregulated interdistrict enrollment policy is enacted to create or limit access to higher-performing schools. To make meaning of the variation found in our geo-spatial and hierarchical analyses, we draw on critical race spatial analysis to explore the ways in which geographical spaces – both real and socially constructed – have been operationalized in policy as a means of racial inclusion or exclusion, with implications for student access to educational opportunities.

Leading With a Focus on Equity: Traits, Actions and Experiences of a Social Justice Superintendent

Brian Paul Hill, University of Texas - Austin; Martha N. Ovando,
University of Texas - Austin
This session will present the findings of a qualitative intrinsic single case study focused on the traits, actions and experiences of an urban school district superintendent, perceived to be a social justice leader. It will also include a description of the strategies used to achieve equity across a school district and a discussion of implication for practicing superintendents and further inquiry.

The Moral Limits of Liberal Democracy: Are Equitable Educational Leadership and Caring Really Possible with Realpolitik Education? Robert Slater, University of Louisiana at Lafayette; Dorothy F Slater, University of Louisiana at Lafayette
David Norton’s (1991) description of the “minimalist” moral framework that underlies liberal democracy, one contributing to a democratic crises (Abramowitz, 2018; Carothers, 2009) is outlined. Inherited from Machiavelli’s (1952) realpolitik, it entails a low-level and minimalist conception of the individual and individuality (Norton, 1999). Progress in the development of equitable educational leadership and authentic caring (Noddings, 2005; Louis, et al., 2016) will be slow at best and not sustainable until this framework is disrupted.

Framing School Gentrification: Revisiting Bell- Interest Convergence and Racial Sacrifice Aisha Haynes, New York University; Chy Benelli McGhee, New York University
The purpose of this literature review is to consider the implications of Bell’s theory of “racial fortuity” for school gentrification research. Bell’s theory of “racial fortuity” offers a critical lens to understand the ways in which school gentrification operates within gentrifying communities. Layering our survey of the literature with Bell’s theory of racial fortuity, we seek to explore the implications for both interest convergence and racial sacrifice on the gentrification of a school.

Facilitator:
Melissa Ann Martinez, Texas State University

255. The Intersection of Diverse Experiences: Empowering the Othered
UCEA Annual Convention
Paper Session
2:40 to 3:50 pm
Marriott Marquis Houston: Floor 3 - Kingwood A
Participants:
A review of the research on Latinx school leaders: Lessons from the last forty years Frank Hernandez, Southern Methodist University; Elizabeth T. Murakami, University of North Texas; Monica Byrne-Jimenez, Indiana University; Sylvia Méndez-Morse, Texas Tech University
This paper is focused on the state of research that documents the experiences of Latinx school leaders from 1980 to present. This review of research identify trends, on-going challenges, and future directions in Latinx research. The analysis of the literature aims to provide lessons about how Latinx school leaders have been examined in research.

The Experiences of Faculty of Color in Academe: Navigating promotion and tenure René O Guillaume, New Mexico State University
Examining the role of emotional intelligence in the experiences of faculty of color as they navigated promotion and tenure, the results of 21 are highlighted by the emergence of three themes: Sense of Belonging Through Community, Understanding Self, and Strategic Recognition of Organizational Environment. Participants were able to draw on the competencies of self-awareness, organizational awareness, and relationship building in ways that positively impacted their tenure and promotion journey.

How Identity Blindness and other Microaggressions Shape the Experiences of Black Women in Principal Preparation Programs Jennie Weiner, University of Connecticut; Daron Cyr, University of Connecticut
While institutional barriers black women face accessing and succeeding in school leadership are well documented, little research focuses on how principal preparation programs impact these barriers. Using the framework of gendered racial microaggressions, in this study of 10 black women’s experiences in principal preparation, we find these programs centered whiteness and maleness reifying existing stereotypes of school leadership, and thus failed to adequately prepare candidates for these roles in light their racial and gender identities.

Gender-Based Inequities in the Leadership Perceptions of School Principal Interns Christopher Benedetti, Plymouth State University
The purpose of this quantitative, non-experimental study was to investigate the leadership perceptions of school faculty and staff working with principal certification candidates completing a school principal internship. Specifically, this study tested differences in perceptions of fundamental leadership behaviors and practices based on the gender of the principal intern. Significant differences were found that reflected critical perceptions of female principal interns’ leadership behavior, which may indicate gender-based inequities related to role congruity in principal preparation.

Facilitator:
Elizabeth Gil, St. Johns University

256. Stories of Change Agents
UCEA Annual Convention
Paper Session
2:40 to 3:50 pm
Marriott Marquis Houston: Floor 3 - Kingwood B
Participants:
Slaying Dragons and Dancing Out of Step: Women Leading for System-Level Equity Ann O’Doherty, University of Washington; Alyson Honsa, University of Washington; Maria Breder, Seattle Public Schools; Marni Campbell, Seattle Public Schools; Becky Clifford, Everett Public Schools; Shannon Hitch, Northshore School District; Amber McCulloch, Office of Public Instruction; Charlotte Singley, Pasco School District; Mia Williams, Seattle Public Schools
There is growing body of research that supports women of color and white women may lead differently than their male associates. Further, some of the practices associated with women leaders coincide with practices associated with leading for adaptive change and equitable learning. The purpose of this study was to explore how system-level leaders who identify as women of color or white women narrate the relationship between their identity, their context and their leadership for equity.

The Past, Present and Future: Perspectives of Persons Who have Shaped Special Education Zorka Karanxha, University of South Florida; Jeannie Kleinhummer Tramill, University of South Florida
This is a study of Assistant Secretaries in the U.S. Department of Education’s OSERS and Directors of the OSEP from 1967-2017. A phenomenological approach to interpreting the findings revealed similarities in perceived reasons for participants’ Presidential appointments, their visions for what they hoped to accomplish, challenges and opportunities posed by the political contexts in which they served, their theories of change, and hopes for the future of the federal role in special education.

Challenges, Opportunities, and Outcomes of Equity Systems Change: Case Study of an Urban High School Colleen A.
Capper, University of Wisconsin-Madison; Jeff Fleig, University of Wisconsin-Madison; Elise Frattura, University of Wisconsin-Milwaukee

Conducted on, not with schools, nearly all the equity research in the field of educational leadership addresses just one equity practice or one dimension of identity (e.g., race), or does not detail the implementation process. To address this gap, this study examined the question: In an urban high school implementing equity systems change, what are the challenges, opportunities, and outcomes? We addressed this question in partnership with the school via Participatory Equity Action Research (PEAR).

The silent voices. A study of student participation in gender equality and diversity work Britt-Inger Alice Keisu, Umeå University; Björn Ahlström, Umeå University

The purpose of this article is to explore discourses of participation by focusing on student representations of gender equality and diversity work within Swedish schools. The study is based on 10 focus group interviews with students. Preliminary findings illustrate problem representations of gender equality and diversity work among the students. The analysis visualizes that the students voice is absent. Strategies are developed in order to keep an unequal power relation between adults and students.

Facilitator:
Whitney Sherman Newcomb, Virginia Commonwealth University

257. Solving Problems Together: Principal-Teacher Partnerships
UCEA Annual Convention
Paper Session
2:40 to 3:50 pm
Marriott Marquis Houston: Floor 3 - Meyerland A

Participants:
Analysis of the Thinking Requirements of a Grade 8 Technology-Based English Language Arts Program Paige Sydoruk, Seton Hall University; Christopher Tienken, Seton Hall University; Anthony Colella, Seton Hall University; Dario Sforza, Seton Hall University

This case study used content analysis methods to categorize the type of thinking fostered in the questions in the Grade 8 Study Island English Language Arts program and describe the frequency of the types of thinking fostered in order to test the claims made by the program. The findings suggest a preponderance of lower-level thinking. School leaders need to conduct their due diligence and test the claims made by programs prior to adopting them.

Case Study of An ECHS District in South Texas: Bridging the Post-Secondary Special Education Gap Jeanne Bridges, Texas A&M University-Kingsville; Gerri Marie Maxwell, Texas A&M University - Corpus Christi

The purpose of this exploratory qualitative study was to glean the perceptions of administrators and transition specialists regarding the feasibility and potential success of transitioning special needs students within the current parameters of the ECHS program.

“Everyone Has a Lot of Feelings:” The Distribution of High School Teaching Assignments Daina Lieberman, The George Washington University

Research suggests the high school teaching assignment process affects teacher career decisions (Donaldson & Johnson, 2010; Feng, 2010; Gardner, 2010; Loeb, Kalogrides, & Beteille, 2012; Ost & Schiman, 2015). The purpose of this study was to investigate and describe the strategies employed by administrators and the factors teachers perceive to influence the teaching assignment process. Communication and transparency by administrators ameliorated negative impacts of teaching assignment changes on teacher perceptions of administrators.

Teacher Perceptions of Performance Pay in Shanghai Priya La Londe, Georgetown University

While research shows bonuses do not substantively improve learning and teaching, we know little about how bonuses shape learning and teaching. This case study investigated merit pay in the Chinese province of Shanghai, a region that the West is turning to for lessons on “what works”. Using the frames of expectancy and goal setting, the author analyzed teacher perspectives on the relationships between financial bonuses and teaching.

Facilitator:
Quintin Leon Robinson, Santa Clara University

258. Leveraging Leadership through ESSA: A 50 State Analysis
UCEA Annual Convention
Special Session
2:40 to 3:50 pm
Marriott Marquis Houston: Floor 3 - Meyerland B

The ESSA has presented states with a new opportunity to support educational leadership development. How have states capitalized on this opportunity? In this session, members of the UCEA Headquarters Policy Team will present reviews and findings from a UCEA’s collaborative 50 state review of state ESSA plans. Each state plan was individually reviewed for its treatment of school leadership. Both individual state and cross-state findings will be shared with the goal of revealing larger trends regarding the focus of states on educational leaders.

Presenters:
Trevor Doiron, University of Virginia
Marcy Ann Reedy, University of Virginia

Facilitator:
Michelle D. Young, UCEA & University of Virginia

259. Revolutionizing From Poetry to Practice: Sustaining Resilience in the Critical Mission for Equity in Education
UCEA Annual Convention
Critical Conversations and Networking Sessions
2:40 to 3:50 pm
Marriott Marquis Houston: Floor 3 - Montrose A

Transformative leaders work relentlessly to ensure disenfranchised students have equitable educational opportunities. This “mission critical” becomes “mission impossible” when the leaders who drive this work forward endure and absorb micro-aggressions, vicarious traumas and oppressive systems. In this turbulent socio-political climate, we must strengthen ourselves in replenishing ways. This Critical Conversation Session will introduce participants to arts-based auto-ethnography as a means of capturing their story and developing their own plan to cultivate and sustain resiliency.

Facilitators:
Ellen Miller-Brown, University of Denver
Rana Tasnim Razzaque, University of Denver

260. Powerful Learning, Powerful Leading: Program Coherence for Equity-oriented Leadership Preparation through Continuous Improvement
UCEA Annual Convention
Critical Conversations and Networking Sessions
2:40 to 3:50 pm
Marriott Marquis Houston: Floor 3 - River Oaks A

How can principal preparation programs (PPPs) provide consistently high quality activities that connect content and skills introduced in coursework with powerful, equity-oriented learning experiences in the field? This Critical Conversation will bring together multiple program perspectives on integrating equity-oriented, powerful learning experiences within PPPs using improvement science and drawing on the experiences of the Curriculum, Instruction, and Coherence Networked Improvement Community (CIC-NIC), a part of the UCEA Program Design Network.

Facilitators:
261. Agency of African American male teachers in public learning organizations: Trends and consequences  
UCEA Annual Convention  
Critical Conversations and Networking Sessions  
2:40 to 3:50 pm  
Marriott Marquis Houston: Floor 3 - River Oaks B  
When African American male teachers are present in school settings they are frequently asked to be keepers of the peace, disciplinarians, enforcers, and one who handles all of the more difficult children/situations in a building. Given that nearly all black-male school administrators emerge from the teaching ranks, we speculate that similar high-stress job responsibilities are earmarked for them as well. Critical conversations are conducted to capture the experiences and challenges facing African American-male public-school administrators.  
Participants:  
Arvin Johnson, Kennesaw State University  
Tristen Glenn, N/A  
DuJuan Smith, N/A

262. Exploring the self to understand being a leader: Using the power of Autoethnography/Autohistoria-teoria for explicating leadership  
UCEA Annual Convention  
Critical Conversations and Networking Sessions  
2:40 to 3:50 pm  
Marriott Marquis Houston: Floor 3 - River Oaks C  
Empowering our epistemological consciousness through story and storytelling we are contributing to the understanding of experience and leadership. The approaches in our research allow us to reclaim our humanity and existence so that we may be leaders. We talk to issues of Epistemic Violence (disappearing of knowledge) and Justice (ability to communicate) along the continuum of autoethnography to autohistoria-teoria; fostering a level of cultural synchronicity that empowers and communicates) along the continuum of autoethnography to autohistoria-teoria.  
Facilitator:  
Ernesto Fidel Ramirez, University of Texas Rio Grande Valley

263. Leadership for STEM Achievement  
UCEA Annual Convention  
Paper Session  
2:40 to 3:50 pm  
Marriott Marquis Houston: Floor 3 - Sugarland A  
African-American female students in STEM: Principals’ leadership perspectives  
Kristin Ariel Sampson, George Washington University  
African-American female students are historically underrepresented in STEM. I explored how principals support these students in STEM High Schools. The Critical Race Theory emphasized the embedded inequality practices within the educational system, that have resulted in the underrepresentation of African-American female students in STEM. Transformative leadership was utilized to examine emancipatory leadership practices. Principals supported students through community engagement, and aligning practice with culture. Principal's transformative leadership practices can support a diverse STEM pipeline.

Preparing principals for innovating in science supervision: Leadership Content Knowledge to support science reform  
Rebecca Lovenhaupt, Boston College; Benjamin Richard Lowell, Boston College; Kevin Cherbow, Boston College; Katherine McNiel, Boston College  
This paper focuses on a series of professional development sessions for 25 K-8 principals as they developed Leadership Content Knowledge (LCK) about implementing science practices as envisioned by the Next Generation Science Standards. We found the sessions increased the principals’ LCK through a design that featured collaboration, access to expertise, and adaptation to the principals’ context. The paper ends with implications for future research and principal training efforts.

Principals’ Perceptions of Students, Schools, and Science Achievement Gaps in Diverse School Settings  
Britney LeAnn Jones, University of Connecticut  
I examined the beliefs of four principals in diverse settings to uncover how they think about students, schools, and their role. Identifying a spectrum of beliefs allows us to consider which ones are linked to success. I found that principals’ perceptions aligned with either a deficit or progress perspective. While their views revealed a dichotomous framing of the issues, further analysis disclosed a wide range of positions regarding the nature of the problem and solutions.

Testing a Framework of Math Indicators for ESSA: How Opportunity to Learn and Instructional Leadership Matter  
Angela Urick, University of Oklahoma; Alison Shelby Page Wilson, University of Oklahoma; Timothy G. Ford, University of Oklahoma; William C. Frick, University of Oklahoma; Meredith Lea Wronowski, Miami University  
To advance a framework of indicators which promotes implementation of math standards under ESSA, we test a conceptual model of processes within schools which influence opportunity to learn mathematics (OTL) in the classroom using the recent administration of Trends in International Math and Science Study (TIMSS 2011). We found a direct influence of instructional leadership on OTL math instruction, and indirect influence of content-specific resources on both OTL math instruction and content through teacher preparedness.

Facilitator:  
Kathleen M. Winn, University of South Carolina

264. Turning it Around: The Role of Data in Reform  
UCEA Annual Convention  
Paper Session  
2:40 to 3:50 pm  
Marriott Marquis Houston: Floor 3 - Sugarland B  
Participants:  
Campus Improvement Plans’ Premises and Challenges of Implementation in Turnaround Urban Elementary Schools in Texas

Hamada Elfarargy, Texas A & M University; Rodolfo Gaytan, Texas A & M University; Beverly Irby, Texas A & M University; Sharon Demarin, Texas A&M University; Laura
In this qualitative document analysis we compared the Campus improvement Plans of eight elementary Urban Turnaround schools in Texas to assess the consistency of CIPs and the alignment with literature. We found them inconsistent and not aligned with literature. These CIPs can not help leadership team achieve improvement within their campuses.

Constrained Collaboration in a Charter/District Turnaround School Brian Robert Beabout, University of New Orleans; Shanté M. Williams, University of New Orleans In an unusual reform effort, four low-performing New Orleans public schools were divided into half, with the lower grades and upper grades split into two schools. This intrinsic case study examines leadership at these four campuses. Principals’ experiences what we call constrained collaboration: despite espoused interest in collaborating to improve student outcomes, principals’ interactions were dominated by managerial tasks. We argue that the charged external political environment made instructional collaboration challenging.

The Need for a Broader Understanding of Data under the New Professional Standards for Educational Leaders Ed Bengtson, University of Arkansas; Kara Lasater, University of Arkansas; Waheeb S Albiladi, University of Arkansas; William S. Davis, University of Arkansas This study examined administrators’ use of data, their perceptions of data, and what their expectations were in terms of teacher use of data. In conjunction with this examination will be a closer look at the new Professional Standards for Educational Leaders (PSEL) to determine the connections as well as the disconnections to the way school leaders currently use data in their everyday practice and the standards of practice called for by the PSEL.

Understanding The Leadership Characteristics for Transforming Turnaround Elementary Schools in Texas Using Root Cause Analysis Hamada Elfarray, Texas A & M University; Rodolfo Gaytan, Texas A & M University; Beverly Ibry, Texas A & M University; Reginald Leon Green, University of Memphis In this qualitative study, we compared findings from two Root Cause Analysis (RCA) in four turnaround Urban elementary schools in Texas to examine the current leadership characteristics existing and those required for campus transformation. We found that current leadership are more of managers who need to develop instructional and visionary leadership skills to have improvement in these campuses.

Facilitator: R. Anthony Rolle, University of Rhode Island

265. Race-Conscious Ethics for Equitable Educational Leadership UCEA Annual Convention Symposium 2:40 to 3:50 pm Marriott Marquis Houston: Floor 3 - Westchase This symposium draws from three qualitative studies. The first study explores the concept of racial literacy, drawing from Guinier (2006) and considering three critical leadership cases. The second study explores themes of equity leadership in the wide variation in ways that 21 principals describe their caring, positionality, and responsibility (Biesta, 2004). The final study highlights the Superintendent’s efforts around equity using focus groups and individual interviews with school administrators.

Participants: Racial Literacy for Ethical School Leadership Dana N. Thompson-Dorsey, University of North Carolina-Chapel Hill; Judith Lauffer Toure, Carlow University

Racial literacy provides a framework for understanding and deconstructing racism (Guinier, 2006; Horsford, 2011; Stevenson, 2014; Twine, 1999) as a construct, it offers specificity to the broader notion of social justice in education yet has been under-theorized in the literature. Shapiro and Stefkovich (2016) propose a framework for ethical leadership based in the ethics of justice, care, critique, and the profession. We suggest that racial literacy, the capacity to recognize and understand “the durable racial grammar that structures racialized hierarchies and frames the narrative of our republic” (Guinier, 2006, p. 100) be included across these dimensions, thus promoting culturally relevant ethical educational leadership. In this paper, we explore what it means to possess racial literacy, particularly for school leaders. We present literature on ethical leadership and racial literacy, and introduce three cases of leadership, examining each for evidence of racial literacy. Through these cases, we construct a multifaceted vision of racial literacy, its intersections with K-12 leadership, and the degree to which it strengthens dimensions of ethical school leadership. The following research questions guide our work: 1. How does racial literacy emerge in the practice of school leadership? 2. What is the relationship of racial literacy with the ethics of educational leadership? The case studies of two principals from one state are part of a larger ethnographic study in two urban districts. The case study of the principal in a rural district in another state was part of a larger mixed methods study conducted in 2012. The authors conducted multiple semi-structured interviews with each principal (Rubin & Rubin, 2005). As the findings show, there are varying degrees of racial literacy across the three school principals in this study, emerging in various contexts of leadership. We engage further with the findings in our final paper, including ways in which racial literacy intersects with ethical school leadership (Shapiro & Stefkovich, 2016), especially in terms of the ethic of justice, care, and critique. We also discuss ways in which racial literacy is learned and how to include it in leadership preparation.

Ethics and Race-Conscious Practice: From Impersonal Caring to Critical Responsibility Michael Gerard Gunzenhauser, University of Pittsburgh; Osly Flores, University of Pittsburgh; Michael William Quigley, Robert Morris University - Moon Township, PA

In this paper, authors analyze interviews with 21 principals from varied districts within a Northeastern county. Variations in moral perspectives played out strongly in differential views of responsibility, especially when leaders talked about the racial and socio-economic diversity among their students and how they addressed inequities in opportunities and/or outcomes. What we propose is that there may be a unique context of caring for students of color effectively. For many principals, especially white principals in schools with a very small percentage of students of color, leading behind a color barrier leads to “impersonal caring” (Code, 1996) rather than genuine caring. For principals with race conscious attitudes, caring for children of color takes on different forms, denoting by a more marked elaboration of responsibility. To inform our analysis, we draw from influential developments in the wider discourse about educational inequities, including arguments for advocacy leadership (Anderson, 2009), justice-oriented practice (Ladson-Billings, 2006, 2013), culturally sustaining pedagogy (Paris, 2012), a black feminist and black masculine ethics (Bass, 2009, 2012, 2016). We explore their intersection with the moral leadership literature, which has become more broad in its application of meta-ethics. Equitable considerations of leadership (Fullan, 2003; Starratt, 2004; Strike, 2007) argue for principled, caring, and justice-based approaches to school leadership grounded in responsibility. Further, Biesta (2004) makes a helpful distinction between managerial accountability built on economic relations and professional responsibility built on pedagogical relations. Our analysis suggests rich and varied ethical resources that leaders may call upon to improve their...
practices and for school leadership preparation programs to consider to nurture an ethic of responsibility. We argue that significant attention be devoted to cultivating dispositions, particularly toward students who have historically experienced gaps in educational opportunities. We explore how personal history and experience in diverse educational contexts needs to be centrally considered, along with concerted efforts to grow those dispositions in relation with other colleagues. A richer sense of responsibility, as opposed to more technically minded accountability, should be the guiding ethical principle to practice and preparation.


To enhance society through equitable educational attainment, efforts are being made in school districts to investigate practices and student data to provide more equitable opportunities for the students and families they serve. Given the importance of school leaders and their impact on student achievement and school climate, we must understand how school leaders engage. This study highlights the Superintendent’s efforts around equity using focus groups and individual interviews with school administrators.

Facilitator:
Michael Gerard Gunzenhauser, University of Pittsburgh

266. Understanding and Shaping School Health: Key Issues in Turnaround
UCEA Annual Convention
Paper Session
4:00 to 5:10 pm
Marriott Marquis Houston: Floor 3 - Briargrove A

Participants:
A Case Study of One District’s Sustainability Efforts for a Multiple School Turnaround Initiative Coby Meyers, University of Virginia

Much of the school turnaround movement has focused singularly on low-performing schools. To date, there have been few studies focused on the role of district leaders creating the conditions for sustained school turnaround success. In this study, I conduct case study research of one urban district’s effort to sustain initial turnaround successes across 10 of its lowest-performing schools. I found that initial turnaround success was easier to conceptualize and district turnover destabilized collective ownership.

Equity for Whom? Culture of Poverty in Turnaround Policy: A Leadership Conundrum James S. Wright, San Diego State University; Taeyeon Kim, Michigan State University

School turnaround has been seen as a means to reform persistently low-achieving schools. However, recent research questions the rationale and impact of turnaround policy. In spite of an increasing awareness of the cultural factors in society at large and among educators specifically, turnaround literature has given little attention to the cultural aspects of schooling. Nevertheless, educational research has increasingly recognized the significant influence of cultural factors on students’ school lives, especially in urban schools.

Leadership Experiences of Readiness for Multiple Modes of School Turnaround Irene H. Yoon, University of Utah; Annie Barton, University of Utah

Turnaround leadership frameworks do not directly address the immense affective and cognitive demands of the role. Redressing barriers for marginalized students will be highly unlikely if school systems and researchers reduce the complexity of turnaround leadership and how principals experience it. Our exploratory qualitative study conceptualizes how principals made sense of their readiness to lead different elements of turnaround as an iterative, multi-modal, human process often challenged by contradictions with a heavy toll on leaders.

Predicting School Decline Using School Systems Leadership Characteristics Coby Meyers, University of Virginia; Meredith Lea Wronowski, Miami University; Bryan A. VanGroningen, University of Virginia

Intervening in initial stages of school decline seems like a morally, practically, and financially viable way to provide students with good and equitable educational opportunities instead of waiting to initiate a school turnaround effort after years of persistent low performance. In this study, we analyze 15 years of Texas data to identify district and school leadership factors that might predict school decline.

Facilitator:
Pamela D. Tucker, University of Virginia

267. Leaders’ Practices, School Results
UCEA Annual Convention
Paper Session
4:00 to 5:10 pm
Marriott Marquis Houston: Floor 3 - Briargrove B

Participants:
Leadership practices, organizational supports, and planning for change Erin Anderson, University of Denver

This longitudinal (2013-17), exploratory case study of a secondary school located in a northeastern city investigates the changes in leadership practices and organizational structures, supported by a federal School Improvement Grants (SIG). Interviews were conducted with administrators, teachers, and partners, and surveys were administered to the entire staff as well as parents and students. This study points to the importance of trust in school leaders and morale among teachers in ensuring gains in student success.

School Leadership And The Task Of Build A Good School Climate Ana Cristina Oliveira, Federal University of the State of Rio de Janeiro

National and international studies in the educational field, especially in Sociology of Education, have pointed the relevance of the school climate to the educational quality (AGUERRE, 2004; BRUNET, 1992; BRETO and COSTA, 2010). In this study, I propose a reflection about the characteristics of the school principal’s work. In an exploratory analysis, I used data from the questionnaires applied to teachers in a sample of 35 municipal schools of Rio de Janeiro.

The Content and Configuration of Principal Time Use During the Summer and Fall Sara Catharine Vanderbeck, Lehigh University; Craig Hochbein, Lehigh University

Despite nearly 100 years of principal time use research, there have been no studies which exclusively measure principal time use during the summer months which account for approximately 20 percent of their contracted work time. This study seeks to measure and analyze the content and configuration of principal time use during the summer months using an End-Of-Day daily log. Participants will describe an experience of their readiness to lead different elements of turnaround as an iterative, multi-modal, human process often challenged by contradictions with a heavy toll on leaders.

Understanding how leadership matters: Collective efficacy and student achievement Matthew Hang, N/A; Teresa Wasonga, Northern Illinois University

American public education has been trusted to improve lives. Therefore, quality of education received in high school should provide effective foundation for future success. Access depends on school leader’s ability to set direction, develop people, and
manage instructional programs. Research shows that good school leaders actively involve teachers in making decisions. Policies focusing on teacher leadership indicates interest in collective decision-making. This study investigated the effectiveness of leaders in promoting collective efficacy and student achievement.

Facilitator: 
Margaret Terry Orr, Fordham University

UCEA Annual Convention
Symposium
4:00 to 5:10 pm
Marriott Marquis Houston; Floor 3 - Kingwood A

A growing number of scholars are interested in critical policy analysis (CPA), both in terms of learning more about it as well as gaining enough knowledge and expertise to engage in CPA. To further advance CPA and the opportunity to understand policy differently and engage in research that matters in dismantling inequitable educational systems and structures, this session will provide insight into contemporary theoretical and methodological approaches used by critical policy researchers today.

Participants:
School Integration in the New Jim Crow: Opportunity or Oxymoron? Sonya Douglass Horsford, Teachers College, Columbia University

In this paper, I examine the contradictions and limitations of school integration advocacy in the New Jim Crow. Using selected tenets of critical race theory as a framework for critical policy analysis, I argue that school integration policies based on research that discounts black voices and knowledge claims while overlooking the role of anti-black racism and white self-interest further distract from and obscure the original aims of school desegregation – the dismantling of legalized segregation and fair distribution of educational opportunities and resources. In contrast, liberal commitments to equity, diversity, and the integration ideal in the New Jim Crow reinforces a colorblind education policy discourse that suffers from the same racial hierarchy and isolation it purports to dismantle in K-12 schools and school systems. I conclude with suggestions for desegregating the research on school desegregation to inform an education research and policy agenda that reclaims desegregation’s original commitment to protecting black children from racial discrimination and ensuring access to well-resourced public schools.

“The State Pulled a Fast One on Us”: A Critical Policy Analysis of State-Level Policies Impacting English Learners from District-Level Perspectives Carrie Sampson, Arizona State University

The purpose of this paper is to critically examine state-level policy pertaining to English learners (EL) from the bottom-up. Guided by critical policy analysis, I examine state-level policies and their influence on school districts’ ability to educate ELs from district-level perspectives. These results are based on interview and archival data from a multiple case study of three metropolitan school districts located in the U.S. Mountain West. The results from this analysis signify that while some state-level policies intend to improve EL education, these policies had several short-comings and limitations, including insufficient funding, lack of data-driven programmatic options, and arbitrary criteria. Based on these findings, I argue that state-level policies and related politics often compromise school districts’ ability to provide ELs with adequate educational opportunities.

Caught in the Nets of ‘Discipline’: Understanding the Possibilities for Writing Teachers’ Resistance to Standardization in Local Policy Bryan J Duarte, University of Texas at San Antonio; Curtis Brewer, University of Texas at San Antonio

The commodification of curriculum brought on by neoliberal policies has led to a local standardization of writing expectations and assessment at the expense of the development of unique student voices. Some writing teachers have resisted this systematization by finding ways to implement a sociocultural approach to writing amidst the array of accountability pressures. This critical policy analysis uses Certeau’s (1984) concept of consumption to analyze how writing teachers resist policies that work to systemize and commodify student writing. Through narratives we represent the ways teachers tactically and strategically sidestepped the mandated curriculum in an effort to support their sociocultural views of writing. We use a poem built from participant responses to represent discomfort that teachers felt from dominant forms of organization that tried to define writing instruction. These multiple forms of representation allow us to evoke the grind of resistance to local policy.

Hypocrisy, State Policy & African American Students with Disabilities: The Gguise of Access Lolita Tabron, University of Denver; Karen Ramilackhan, University of South Florida; Lorna Beckett, University of Denver

We explored the consequences of a state-wide ban on affirmative action in education and the adoption of a race-neutral college admission plan to address racial inequities across Texas high schools. We critically examined the Texas Top 10% Plan (TTPP), which was designed to stimulate students from underrepresented groups to apply and enroll in Texas’ public postsecondary institutions. The TTPP made SAT/ACT low-stakes exams, required students to compete only with students within their high school, and used class rank as the exclusive measure of merit for top decile students. Multi-level logistic models for de-identified student level data (2004-2014) were used to investigate whether the TTPP has a disparate impact on the odds of earning a college preparatory high school diploma for Black children who receive special education services. Critical policy analysis situated our statistical analysis and interpretations within the historical and political climate of Texas. Further, we used DisCrt, an intersectional critical lens that binds race and disability to illustrate and challenge the meritocratic and colorblind remedies for racial justice underlying this policy. Our concern focused on how this policy created “winners” and “losers” via distribution of power, resources, and knowledge. Findings indicate that students receiving special education services are the least likely to earn a college preparatory high school diploma in Texas, and within this subpopulation the odds for Black students are the worst. We illuminate the need to critically analyze the TTPP and other policies of this type, and its effects on the educational trajectories of students of color with disabilities.

The Discursive Tapestry of Economic and Educational Storylines Bradley W. Carpenter, University of Houston

Over the past 40 years the federal government has consistently reduced its financial commitment to the funding of public sector programs, shifting towards a policymaking philosophy based on the ideals of market-based liberalism (neo-liberalism) and globalization. During this era, the perceived crisis state of public education has been met by a barrage of reforms shaped by the discourse of accountability, efficiency, and rationality. The purpose of this study is to provide educational practitioners and scholars with a better understanding of how dominant discourses co-determine what practitioners have been able to consider as legitimate policy solutions. I use Hajer’s (1995) notion of policy storylines as an analytical device to assess how policy actors over the past four decades have constructed and acted upon meanings pertaining to economic and educational problems. Based on this analysis, I explain how the current school reform environment is informed by two historically related elements: (a) the continual threat of economic instability that began in the 1970s as the
269. Transforming School-Level Leadership: One Building at a Time
UCEA Annual Convention
Paper Session
4:00 to 5:10 pm
Marriott Marquis Houston: Floor 3 - Kingwood B
Participants:

Meta-Analysis of Research on Transformational Leadership in American and Chinese Schools: A Comparative Approach
Jingping Sun, University of Alabama; Xuejun Chen, Nanjing Normal University; Stija Zhang, University of Alabama
Based on 35 studies located from the largest journal and Thesis databases in both contexts, we conducted a comparative meta-analytical review to compare the nature and impact of transformational leadership (TL) in American and Chinese schools. There is overlap in the conceptualization of TL in both countries. TL has strength in developing teachers but its positive impact on organization and student achievements needs to be further explored in Chinese contexts.

Mentoring Novice Principals to be Leaders of Learning
Sonya Diana Hayes, University of Tennessee at Knoxville
Mentoring is a long-established method of supporting and developing novice principals as they begin their careers. The focus in early studies on mentoring was on managerial skill attainment; however, as the principal’s role has evolved from a building manager to a leader of learning, the role of mentoring in leadership development has also evolved. This case study explores novice principals’ perceptions of a urban district’s mentoring program in developing them to be leaders of learning.

Translormative Schools: Perceptions of Practice
Sajjid J Budhwani, University of Denver; Lisa Bieluyck, University of Denver
To equalize the playing field for all students, school educators need to demonstrate improvements in practices toward more inclusive and socially just societies. The current base of research studies lack comprehensive empirical evidence showing the transition of transformative leadership from theory to practice. The purpose of this study is to address the gap in literature on how the transformative leadership is perceived in practice by the school educators.

Lessons from Implementing Multiple Reform Initiatives: A Case Study
Erin Biolchino, California State University, Long Beach
This paper shares findings from a case study of one high school in California that is simultaneously implementing two major reform initiatives: Common Core Standards and Linked Learning. Data were comprised of interviews, observations, and document analysis. The study has significant findings for school administrators related to the need for coherence of multiple reforms and supports, including integrated professional development, needed by teachers when implementing multiple reforms simultaneously.

Facilitator:
Ty-Ron M. O. Douglas, University of Missouri

270. Using the New NELP Standards for Program Design, Review and Accreditation: A Wallace Foundation Sponsored Session
UCEA Annual Convention

Special Session
4:00 to 5:10 pm
Marriott Marquis Houston: Floor 3 - Meyerland A
In this session representatives from the National Policy Board for Educational Administration, the NELP Specialized Professional Area for CAEP and the NELP standards development committee will share the final version of the NELP standards as well as a companion guide developed as a resource for faculty who are planning to go through accreditation review. The presenters will be providing rich examples of how to use the standards for program development and review, and the session will include plenty of time for questions and discussion.

Presenters:
Michelle D. Young, UCEA & University of Virginia
Jacquelyn Kay (Owens) Wilson, University of Delaware, Delaware Academy for School Leadership
Irv Richardson, N/A
Joan Auchter, National Association for Secondary School Principals
Facilitator:
Liz Hollingworth, University of Iowa

271. School Safety and UCEA Program Centers: A Critical Conversation
UCEA Annual Convention
Special Session
4:00 to 5:10 pm
Marriott Marquis Houston: Floor 3 - Meyerland B
In May 2018, the UCEA Executive Committee put out a call for proposals for UCEA Program Centers to work in the broad topic of ‘school safety.’ Two mini-grants were awarded and this session will be a critical conversation with those recipients. The purpose of this Program Center collaborative study is to identify and articulate school board member and superintendent beliefs and ideologies regarding school safety and the ongoing student safety crisis the US is currently experiencing. The study will also explore and describe the processes school boards and superintendents use to make decisions in regard to prioritization of school funding to ensure student safety, while also enhancing successful academic outcomes for all students. Grant recipients will detail how they plan to use the grant funds and positive outcomes they hope to achieve.

Presenters:
Kevin Brady, University of Arkansas
Scott McLeod, University of Colorado Denver
Meredith Mountford, Florida Atlantic University
Leigh Ellen Wallace, University of Wisconsin-Milwaukee
Facilitator:
Jayson W Richardson, University of Kentucky

272. Principal and Teacher Hiring in a Changing Context
UCEA Annual Convention
Paper Session
4:00 to 5:10 pm
Marriott Marquis Houston: Floor 3 - Montrose A
Participants:
Paths to Leadership: Understanding Teacher Influence in Hiring
Marisa Cannata, Vanderbilt University; Mimi Engel, Vanderbilt University; Tuan Dinh Nguyen, Vanderbilt University; F. Chris Curran, Vanderbilt University
This paper addresses questions that lie at the intersection of research on teacher hiring and distributed leadership to explore the extent to which influence over teacher hiring is distributed between principals and teachers within a school and the paths by which teachers gain influence over this leadership function.
It’s Who You Know: The Role of Social Networks in a Changing Labor Market
Huriya Jabbar, University of Texas - Austin; Marisa Cannata, Vanderbilt University; Emily
Germain, University of Texas - Austin; Andrene Castro, University of Texas - Austin

Teacher labor markets are evolving with the rise of charter schools and alternative teacher certification. These shifts may change the role that teachers' social networks play in the job-search process. Drawing on interviews with 128 teachers in New Orleans, Detroit, and San Antonio, we find that the extent of fragmentation in a city's labor market drives the use of networks, with networks becoming more important in settings where information on job openings is less centralized.

School Leaders' Preferences for Teacher Applicant Characteristics
Byron Keith Davis, University of Louisville; W. Kyle Ingle, University of Louisville; Namok Choi, University of Louisville

We surveyed school leaders in 12 suburban and rural school districts in Kentucky in order to identify the underlying dimensions of the Preferred Teacher Applicant Characteristics Survey and to examine the relationships between school characteristics, administrator characteristics, and their preferences for teacher applicant characteristics. We identified a four-factor structure, including professional characteristics, personal characteristics, ancillary characteristics, and demographics. Gender was the only significant predictor associated with school leaders' preference for personal characteristics.

Gender Authority Gaps: Gatekeeping in Educational Administration Hiring Decisions
Katherine Merriweather, University of Kansas

Education is a highly feminized profession except at administrative levels. Studying the sources of “gendered authority gaps” can help understand this issue and advance gender equity in educational administration. This study examines gatekeeping in administrative hiring decisions. Data collection will occur during the summer of 2018 with preliminary findings in early Fall. It is hypothesized that, on average, male resumes evaluated by male respondents will have better outcomes than female resumes evaluated by male respondents.

Facilitator:
Frank Perrone, University of New Mexico

273. Accelerating the Improvement of Rural School Leadership Practice
UCEA Annual Convention
Critical Conversations and Networking Sessions
4:00 to 5:10 pm
Marriott Marquis Houston: Floor 3 - River Oaks A

The Rural Schools and Community Trust reported that 8.9 million students attend rural schools in the U.S., surpassing the number enrolled in New York City, Los Angeles, Chicago, and the next 55 largest districts combined (Showalter, Klein, Johnson, & Hartman, 2017). This research is designed to challenge that dominant narrative of urban school reform with an innovative approach to enact equitable learning outcomes for the 8.9 million rural students in this country.

Facilitators:
- Kristina Astrid Hesbol, University of Denver
- Robert Crow, Western Carolina University

Participant:
Fayaz Amiri, University of Denver

274. Collaborative Conversations with Early-Career Faculty
UCEA Annual Convention
Critical Conversations and Networking Sessions
4:00 to 5:10 pm
Marriott Marquis Houston: Floor 3 - River Oaks B

Collaborative Conversations with Early-Career Faculty will elicit discussion about navigating the expectations and responsibilities of tenure-track, early-career scholars in academia. This collaborative session engages meaningful conversation about the following topics: roles and responsibilities related to service and teaching, research and publications, challenges of work/life/family balance, and ways to handle stressors. This session requests that all attendees participate in discussion about working within academia, and provides time to develop action plans promoting effective time management.

Facilitators:
- Benterah C. Morton, University of South Alabama
- Elizabeth Gil, St. Johns University
- Karen Ramlackhan, University of South Florida
- Van Lac, University of Texas at San Antonio

Participants:
- Benterah C. Morton, University of South Alabama
- Elizabeth Gil, St. Johns University
- Karen Ramlackhan, University of South Florida
- Van Lac, University of Texas at San Antonio
278. Innovating through Improvement Science

UCEA Annual Convention
Paper Session
4:00 to 5:10 pm
Marriott Marquis Houston: Floor 3 - Westchase

Participants:
- Designing Realist Research to Trace Networked Approaches to Continuous Improvement Within and Across Diverse Schools, David H. Eddy Spicer, University of Virginia; Gopal Midha, University of Virginia; Marian A. Robinson, The George Washington University
- This paper discusses the realist conceptual and methodological underpinnings of an embedded case study of a networked improvement community (NIC) known as the Engaged Mathematics Improvement Community (EMIC). We highlight realist approaches as a means of: (a) identifying patterns of practice around the adaptive integration of innovative and equitable teaching practices, and (b) connecting these with contextual conditions in three elementary schools that serve high-poverty students and that exist under distinctly different governance structures.

Leading from Where We Stand: Place-Based Leadership Development to Redress Inequality, Louis Gomez, University of California, Los Angeles; Manuelito Biag, Carnegie Foundation for the Advancement of Teaching; Camila Velasquez, Carnegie Foundation for the Advancement of Teaching; David Imig, University of Maryland
- Without consistent attention to the conditions in which they work and their students are obliged to learn, educators have little hope of redressing educational inequalities. Using a networked approach guided by the principles of improvement science, the Improvement Leadership Education and Development (iLEAD) initiative aims to promote a collaborative, place-based, and problem-focused leadership preparation model and build the analytic, content, relationship, and political infrastructure that localize leadership, encourage continuous improvement, and promote educational opportunity.

Preparation for Improvement Science: Initial Learnings from a Multi-Year Partnership, Chad Lochmiller, Indiana University; Monica Byrne-Jimenez, Indiana University; Jennifer Karnopp, Indiana University
- Improvement science (IS) is an emerging approach to district and school reform. This paper reports initial learnings from a multi-year partnership designed to introduce IS in a university-based leadership preparation program. Findings reveal significant differences between faculty and district administrators’ thinking about improvement. The paper argues for collaborative faculty/district research to examine improvement practices and issues in context. Recommendations for university-based preparation are included.

279. Revolutionary Perspectives for Leadership Preparation: A Case of a Networked Improvement Community (NIC)

UCEA Annual Convention
Special Session
5:30 to 10:00 pm
Houston Space Center: Astronaut Gallery
- Join the UCEA community for an out-of-this-world evening during the 32nd UCEA Annual Banquet. The Space Center Houston is the perfect venue to conclude the convention given the theme, “Our Mission Critical: Revolutionizing the Future Through Equitable Educational Leadership, Research, and Practice.” The evening’s events will consist of dinner, the unveiling of the UCEA Hidden Figures Panel, and lip sync battles and/or karaoke entertainment. Motor coach transportation will be provided.

Facilitator:
- Manuelito Biag, Carnegie Foundation for the Advancement of Teaching

280. General Session V: Hidden Figures Panel

UCEA Annual Convention
Special Session
8:15 to 9:00 pm
Houston Space Center: Space Center Theater
281. **JCEL Editorial Board Meeting**  
**UCEA Annual Convention**  
Meeting  
8:00 to 9:30 am  
Marriott Marquis Houston: Floor 3 - Kingwood A  
Facilitators:  
- April L. Peters-Hawkins, University of Houston  
- Catherine Horn, University of Houston  
Participants:  
- Christa Boske, Kent State University  
- Rebeca Burciaga, San Jose State University  
- Kathleen M. Cowin, Washington State University  
- Arnold Danzig, San Jose State University/Arizona State University  
- BRADLEY DAVIS, The University of Texas at Arlington  
- Richard Flanary, Flanary Educational Consulting  
- Mark Anthony Gooden, Teachers College, Columbia University  
- Beverly Irby, Texas A & M University  
- Decoteau J. Irby, University of Illinois at Chicago  
- Lisa A W Kensler, Auburn University  
- Susan Korach, University of Denver  
- Jonathan Lightfoot, Hofstra University  
- Chad Lochmiller, Indiana University  
- Melinda M. Mangin, Rutgers University  
- Matthew Milletello, East Carolina University  
- Roxanne Mitchell, University of Alabama  
- Michael P O'Malley, Texas State University  
- Maricela Oliva, University of Texas at San Antonio  
- Azadeh F. Osanloo, New Mexico State University  
- Susan M. Printy, Michigan State University  
- Karen L Sanzo, Old Dominion University  
- Samantha Paredes Scribner, Indiana University  
- Megan Tschanzen-Moran, College of William and Mary  
- Pamela D. Tucker, University of Virginia  
- Terah Talei Venzant Chambers, Michigan State University  
- Anjale Welton, University of Illinois at Urbana-Champaign

282. **UCEA Program Design Network**  
**UCEA Annual Convention**  
Meeting  
8:00 to 12:00 pm  
Marriott Marquis Houston: Floor 3 - Kingwood B  
Facilitators:  
- Casey D. Cobb, University of Connecticut  
- Sara Dexter, University of Virginia  
- Richard Gonzales, University of Connecticut  
- Mariela A. Rodriguez, University of Texas at San Antonio  
- Karen L. Sanzo, Old Dominion University  
- David H. Eddy Spicer, University of Virginia  
- Michelle D. Young, UCEA & University of Virginia

283. **JCEL Editorial Board Meeting**  
**UCEA Annual Convention**  
Meeting  
8:30 to 10:00 am  
Marriott Marquis Houston: Floor 3 - River Oaks C  
Facilitators:  
- Vonzell Agosto, University of South Florida  
- William Black, University of South Florida  
- David R Fisher, University of South Florida  
- Zorka Karanxha, University of South Florida  
Participants:  
- Anika Ball Anthony, Ohio State University  
- Maysaa Barakat, Florida Atlantic University  
- Floyd D. Beachum, Lehigh University  
- Mohomodou Boncana, Georgia Southern University  
- Christa Boske, Kent State University  
- Monica Byrne-Jimenez, Indiana University  
- Bradley W. Carpenter, University of Houston  
- Gary Crow, Indiana University  
- Katherine Curry, Oklahoma State University  
- Janet Decker, Indiana University  
- David DeMathews, University of Texas - El Paso  
- Robert Donmoyer, University of San Diego  
- Karen Dunlap, Texas Woman's University  
- Scott Ferrin, Brigham Young University  
- Maryza Gawlik, Florida State University  
- Tanetha Grosland, University of South Florida  
- Frank Hernandez, Southern Methodist University  
- Liz Hollingworth, University of Iowa  
- Patrick M. Jenlink, Stephen F. Austin State University  
- Lisa A W Kensler, Auburn University  
- Angeliki Lazariou, University of Thessaly, Greece  
- Ann Elizabeth Lopez, OISE/University of Toronto  
- Catherine A. Lugg, Rutgers University  
- Hollie Mackey, University of Oklahoma  
- Katherine Cummings Mansfield, University of North Carolina at Greensboro  
- Melissa Ann Martinez, Texas State University  
- Pat Maslin-Ostrowski, Florida Atlantic University  
- Erica Mohan, University of British Columbia  
- Michael P O'Malley, Texas State University  
- Cindy J Reed, Northern Kentucky University  
- Latish Reed, University of Wisconsin-Milwaukee  
- Mariela A. Rodriguez, University of Texas at San Antonio  
- Karen L Sanzo, Old Dominion University  
- James Joseph "Jim" Scheurich, Indiana University  
- Fat Hee Tie, University of Malaysia  
- Laura Trujillo-Jenks, Texas Woman’s University  
- Charles Vanover, University of South Florida  
- Terah Talei Venzant Chambers, Michigan State University  
- Terri Nicol Watson, The City College of New York (CUNY)  
- Chris Willis, Bowing Green State University  
- Michelle D. Young, UCEA & University of Virginia

284. **EAQ Editorial Board Meeting**  
**UCEA Annual Convention**  
Meeting  
9:40 to 11:10 am  
Marriott Marquis Houston: Floor 3 - Kingwood A  
Facilitators:  
- Aarti Bellara, University of Connecticut  
- Casey D. Cobb, University of Connecticut  
- Morgaen Donaldson, University of Connecticut  
- Rachel Gabriel, University of Connecticut  
- Richard Gonzales, University of Connecticut  
- Eric Haas, WestEd  
- Patricia Jahaly, University of Connecticut  
- Kimberly LeChasseur, University of Connecticut
Gerardo R. Lopez, University of Utah  
Melinda M. Mangin, Rutgers University  
Anysia P. Mayer, California State University, Stanislaus  
Margaret Terry Orr, Fordham University  
Larisa Warhol, George Washington University  
Jennie Weiner, University of Connecticut  
Anjale Welton, University of Illinois at Urbana-Champaign  
Sarah Woulfin, University of Connecticut

Participants:
Curt Adams, University of Oklahoma  
Karen Stansberry Beard, Ohio State University  
Alex J Bowers, Teachers College, Columbia University  
Dana Christman, New Mexico State University  
Shelby A. Cosner, University of Illinois at Chicago  
Alan J. Daly, University of California, San Diego  
Sara Dexter, University of Virginia  
Chris Dunbar, Michigan State University  
Andrea E Evans, Governors State University  
Gail Furman, Washington State University  
David Garcia, Arizona State University  
Sonya Douglass Horsford, Teachers College, Columbia University  
Erica Fernández, University of Connecticut  
Roger Goddard, Ohio State University  
Eric Houck, University of North Carolina-Chapel Hill  
Kimberly Kappler Hewitt, University of North Carolina at Greensboro  
Benjamin Kelcey, University of Cincinnati  
Ted Kowalski, University of Dayton  
Ross Larsen, Brigham Young University  
Janie Clark Lindle, Clemson University  
Christopher Lubinski, University of Illinois at Urbana-Champaign  
Jacky Lumby, University of Southampton  
Joanne M. Marshall, Iowa State University  
Matthew Militello, East Carolina University  
Carol A. Mullen, Virginia Tech  
Elizabeth T. Murakami, University of North Texas  
Sarah Nelson Baray, Texas State University  
Yongmei Ni, University of Utah  
Ann O’Doherty, University of Washington  
Michael Owens, Brigham Young University  
Samantha Paredes Scribner, Indiana University  
April L. Peters-Hawkins, University of Houston  
Donald J. Peurach, University of Michigan  
Morgan Polikoff, University of Southern California  
Rick Reizug, University of North Carolina at Greensboro  
VIVIANE MARCELLE JOAN ROBINSON, The University of Auckland, New Zealand  
Cristobal Rodriguez, Howard University  
Gloria M Rodriguez, University of California, Davis  
Mariela A. Rodriguez, University of Texas at San Antonio  
Serena Jean Salloum, Ball State University  
Veronica Santelices, Pontificia Universidad Catolica de Chile  
James Joseph “Jim” Scheurich, Indiana University  
Janelle Scott, University of California, Berkeley  
Peter Sleeers, University of Twente, Enschede  
Howard Stevenson, The University of Nottingham  
Jonathan Supovitz, University of Pennsylvania  
George Theoharis, Syracuse University

UCEA Annual Convention  
Post Convention Work Sessions and Workshops  
10:00 to 12:00 pm  
Marriott Marquis Houston: Floor 3 - Tanglewood  
School leaders, teachers, and students are facing rising amounts of pressure and stress. This stress contributes to academic and behavior problems, and disproportionately higher turnover of teachers and school leaders in economically disadvantaged schools. Mindfulness provides an efficient and effective approach to managing stress and improving relationships and academic performance. This workshop provides direct experience with several practical, evidence-based mindfulness methods, and presents theory and best practices guiding their use, and supports for sustained use.

Presenters:  
Bradley W. Carpenter, University of Houston  
Keith Allen Butcher, University of Houston  
Julia Mahfouz, University of Idaho  
Jayson W Richardson, University of Kentucky  
Gulden Esat, University of Houston

286. UCEA Publications Meeting
UCEA Annual Convention Meeting  
10:30 to 12:00 pm  
Marriott Marquis Houston: Floor 3 - River Oaks C  
Facilitator:  
Michael P O’Malley, Texas State University  
Participants:  
William Black, University of South Florida  
Christa Boske, Kent State University  
Casey D. Cobb, University of Connecticut  
Shelby A. Cosner, University of Illinois at Chicago  
Sharon Kruse, Washington State University  
Jeanne Powers, Arizona State University  
Pamela D. Tucker, University of Virginia  
Michelle D. Young, UCEA & University of Virginia

285. Mindful Practices For Improving School Climate